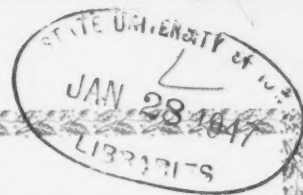


Sierra Educational News

Official Journal of California Teachers Association



A New Year: 1947

*A Message from Roy W. Cloud
State Executive Secretary
of California Teachers Association*

ONE of the most interesting courses which I had as a student at Stanford University was given by President David Starr Jordan. At one session he recited one of his own writings.

Let me share it with all the members of California Teachers Association. This is the message:

"Today is your day and mine, the only day we have, the day in which we play our part. What our part may signify in the great whole, we may not understand, but we are here to play it, and now is our time. This we know, it is a part of action, not of whining. It is a part of love, not cynicism. It is for us to express love in terms of human helpfulness. This we know, for we have learned from sad experience that any other course of life leads toward decay and waste."

1947 is our year. We can look confidently forward to every day of this year as one in which we can serve and express our understanding interest in the problems of those with whom we work. It is good to be alive in 1947.

I wish for every one a happy and a prosperous year.

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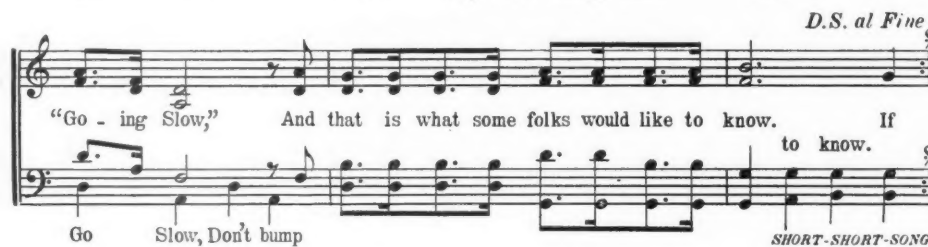
If you've been bump'd be - fore, be - hind, Three traf - fic sig - nals
you've been bump'd be - hind, be - fore, Just use your sig - nals



Fine
keep' in mind; "Hand up turn right," Be sure you do
more and more.
Hand up turn right don't bump



"Hand out," turn left Be care - ful, too "Hand down" means STOP or
Hand out Care ful, Don't bump, Hand down



D.S. al Fine
"Go - ing Slow," And that is what some folks would like to know. If
to know.
Go Slow, Don't bump

*SHORT-SHORT-SONG
Trade Mark*

Copyrighted 1946 by Josephine Walker and Grace I. Parsons Harmon

Mrs. Harmon is a Los Angeles City elementary school teacher, Grades 5 and 6

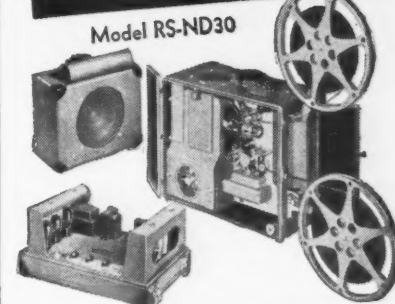
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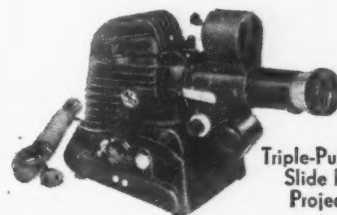
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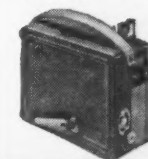
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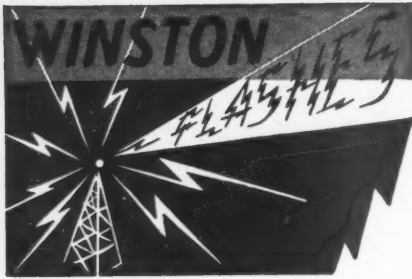
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ROY W. CLOUD, *State Executive Secretary*

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VOLUME 43 183

JANUARY 1947

NUMBER 1

California Teachers Association Semi-Annual Meeting

DIGEST* OF SEMI-ANNUAL MEETING, CALIFORNIA TEACHERS
ASSOCIATION STATE COUNCIL OF EDUCATION, LOS ANGELES,
DECEMBER 14, 1946

By Roy W. Cloud

THE regular semi-annual meeting of the State Council of Education, California Teachers Association, was called to order in the Ballroom of the Alexandria Hotel, Los Angeles, at 9:30 am, December 14, 1946, by President Walter T. Helms.

The meeting opened with a Salute to The Flag, led by Miss Mary V. Morris.

Roll-call showed members and proxies present; detailed list is recorded in the complete minutes.*

On motion of Leland M. Pryor, seconded by Pansy J. Abbott, the proxies were accepted and seated for the day.

On motion of Miss Abbott, seconded by S. Edna Maguire, the special representatives present from the various sections were given the privilege of the floor for the day.

It was moved by Mr. Pryor, seconded and carried, that the minutes of the April 13, 1946, meeting of the State Council of Education, as mimeographed and sent to the members, be approved.

President Helms then made the following report:

AS President of California Teachers Association it gives me great pleasure to greet the members of this

* Complete minutes, with Committee Reports in full, may be obtained by addressing CTA State Headquarters, 660 Market Street, room 415, San Francisco 4.

semi-annual meeting of the State Council of Education. We have much for which we can be thankful. It is probable that no group of people in any time of our State's history has been so successful in an undertaking of the kind which California Teachers Association recently carried to a victorious completion.

When our Association decided to undertake a campaign for a constitutional amendment to increase the State's contribution to Public Education, we could not foresee that such a united effort would be put forth by all of the people,—not only those who are interested in the educational system because of their connection with it, but also because of the unanimous support of so many of the State's civic, professional, fraternal and labor organizations.

I believe that the policy of California Teachers Association in going directly to the people is a much more satisfactory way of obtaining good school conditions than the practice followed by teaching groups in some other States. Plainly, I believe that teachers belong to a professional group and as a professional group we cannot resort to the same methods which other organizations apply to secure

adequate salary conditions. So far as I am personally concerned, I believe that the strike is not a technique which should be applied by teachers.

I am confidently looking forward to better school conditions because of our success in the passage of Number Three. For many days since the November election our committees have been working day and night to perfect a method of distribution of the funds which will come from Amendment Number Three. Certain school groups must of necessity compromise on certain features of the apportionment plan. While the funds secured by the passage of Number Three are large, it is still not possible for schools with low assessed evaluation per pupil to finance a good and adequate school program. Hence, it will be necessary for some school districts to relinquish part of their claims upon the funds, in order that the less fortunate districts may in a measure be able to carry on a good school program.

Our Legislative Committee met yesterday and proposed several ideas which may be drafted into bills. Among the topics discussed were,—the liberalization of our retirement law; and certain changes which may be made in tenure which, while liberalizing the law, would not take away from the security of any of those who are now or who hope to be permanent teachers with tenure status. We also are trying to assist the county superintendents of schools in their efforts to increase the services which they may render to the several counties of the State. It is also our hope that legislation may be enacted which may improve their salary conditions.

We are indeed fortunate to have the leadership of Mr. Roy E. Simpson as the State Superintendent of Public Instruction. It is gratifying to those who are interested in school work to know that we have a State leader who is progressive, alert, and always looking after the best interests of the schools that are under his jurisdiction.

It has been my pleasure and good fortune to have known and worked with our Executive Secretary, Mr. Roy W. Cloud, for over 40 years. When the history of education in California is written, the constructive work he has carried on as an educational leader and statesman will rank with that of the greatest of our profession in the nation. He has been the motivating force behind our great accomplishments. We want him to know how much this leadership is appreciated.

At this time, too, I want to thank the members of California Teachers Association for having reposed in me their confidence and their willingness to have me act as the leader of this great organization. It is a privilege, and I trust that the services which I render will be of benefit to the entire profession.

Today's Council meeting has a particularly heavy program, so I ask your cooperation in carrying through the day's work with as much dispatch as possible. It is our desire that everyone in the Council shall have an opportunity to discuss any proposal or report which comes before us for consideration. Too often, little time has been given to reports which have had very definite bearing upon the welfare of our organization. So I trust that every member will feel free to ask consideration or give suggestions throughout the day.

MAY I wish for every one of you
—a Merry Christmas and a
Happy New Year!

On motion of Miss Abbott, seconded by Dr. C. C. Trillingham, the President's report was accepted and placed on file.

The State Executive Secretary made the following report:

To the Members of the State Council of Education Greetings:

THE year just closing is one of the best in the annals of California Teachers Association.

An all-time record of enrollment of 41,869 members of the Association is most gratifying. We certainly do appreciate the loyalty of this great number of teachers who have joined together for the welfare of the most important factor of our civic life — the public school of California.

For the permanent record of the Association, I wish to give the following report concerning certain measures which were on the ballot for action by the voters of California on November 5, 1946. You probably know the results of the election as well as I do, but in order that it may be set down in the minutes of the State Council of Education I shall give the following brief resume:

At the State Council Meeting held in Los Angeles just a year ago, in December 1945, the State Executive Secretary asked the Association to go before the citizens of California and request increased State support for the public schools. Following the State Council Meeting, the Finance Committee of the Association began its study of the needs of the schools. The results of this study were formulated in a Constitutional Amendment. This proposed amendment provided:

1. \$120 per unit of a.d.a. for every kindergarten pupil (previously the State had made no appropriation for this purpose);
2. A 50% increase in the State's contribution to elementary schools; and
3. A 33⅓% increase in the amount of funds to be allocated by the State for high school and junior college purposes.

With the preparation of the amendment, certain factors having to do with the allocation of funds were included. Among these were (1) the requirements that \$90 per pupil in average daily attendance by direct allocation should be given to every district of the State;

Further, (2) that no district, however small, should receive less than \$2400 per year;

(3) That a minimum salary of \$2400 a year for every full-time teacher should be made a constitutional requirement; and

(4) That the Legislature should determine, by statutory provisions, what disposition should be made of the remaining amounts of the allocation.

It was the understanding of everyone

connected with the preparation of the amendment that an apportionment law would be drafted which would recognize accepted principles of equalization as applied to the distribution of school funds.

In addition to the above features, a very important provision was added to the amendment, which guarantees to the governing board of every school district the right to fix its own budget and to have that budget approved by the supervisors of the county in which such school district is located. A further provision forbids the transfer of any existing part of the school system to any agency other than the State Department of Education.

In order that the people of the State might understand every provision of the amendment, the well-known public relations firm, Campaigns, Inc., of San Francisco, owned and managed by Clem Whitaker and Leone Baxter, was employed to publicize the amendment.

An appeal was made to the teachers of California for contributions to carry on the campaign. The replies were instantaneous and generous. A sufficient amount to pay the necessary costs was secured. It is probable there will be a surplus in the fund after the final bills are paid.

Alfred E. Lentz, Legal Advisor of the State Department of Education, prepared the amendment, which was passed upon by a well-known legal firm of San Francisco. The proposal was next submitted to the Attorney General of California, who titled it. Initiative petitions were then printed and sent to the County Superintendents of Schools of every county of California. These officials immediately distributed the petitions to those who were to secure signers.

APPROXIMATELY 32,000 teachers took petitions and over 600,000 signatures were obtained. Whereas most initiative petitions have a small percentage of valid signatures, over 483,000 of the signatures obtained for Proposition 3 were declared to be right and proper and were verified by the county clerks of the State and sent to the Secretary of State. On the receipt of the petitions, the Secretary of State designated the proposal as Number 3. This was a most favorable place upon the ballot.

The campaign then began. Millions of pieces of literature were distributed. Thousands of speeches were made and hundreds of endorsements from State-wide and local associations were secured.

Final results of the election have not yet been obtained, but it is certain that the proposal had at least 1,700,000 votes favorable and approximately 600,000 unfavorable, giving a majority of well over one million votes.

This was a splendid vote of confidence in the teachers of California, because the principal emphasis of the campaign was laid

upon the urgent necessity for better teachers salaries and better school conditions. It now rests upon the teachers to show to the general public that they are worthy of that confidence.

Great credit is due to the Campaign Committee, of which Frank Wright, superintendent of the El Monte Schools, was chairman, for the excellence of the entire program. The results of the election attest the fine work of this Committee.

Shortly before the election, and since that time, a committee of the Association, working with a committee appointed by the State Superintendent of Public Instruction, has studied carefully the various methods of distributing the funds. It is my own hope that all additional moneys which will go to the schools because of Proposition 3 will be used for increasing salaries of all certificated and non-certificated personnel, and for improving school conditions generally. I believe that the people of California understood when they were voting for Proposition 3 that such was to be the disposition of the funds.

It is probable that after all of the bills for Number 3 are paid there will be a modest surplus in the campaign fund. It is my suggestion that this money be used in another campaign, a drive for teacher recruitment, in order that the young people of California may understand some of the benefits which will come to them if they enter upon a course of teacher-training and become teachers in the public schools of our State.

OTHER measures which California Teachers Association supported were Numbers 7, 8 and 9 on the November ballot. Number 7 was a proposal introduced into the Legislature at the request of the San Diego County Superintendent of Schools and provided for a new method of selecting the County Board of Education in chartered counties.

Number 8 and Number 9 were introduced into the Legislature following the report of Dr. George D. Strayer of Columbia University to the California Reconstruction Committee. Number 8 provides that the Legislature shall designate certain qualifications for County Superintendents of Schools and shall fix their salaries. It is my hope that in the allocation of the funds which will come from the State by the passage of Number 3, a \$2400 supervision fund shall be allocated to each county and to be used exclusively to augment the salary of the County Superintendent of Schools. The Legislature must fix the salaries of the County Superintendents as a charge upon the salary fund of the several counties.

Number 9 provides that the State Superintendent of Public Instruction might have three associate superintendents who will not be under civil service.

Numbers 7 and 8 received large majori-

ties. Number 9 received a majority of slightly over 5,000 votes and so becomes law.

A proposal which California Teachers Association vigorously opposed was Number 13. This bill was introduced in the Legislature by the Economy Bloc of the Senate and was adopted by the Legislature. Although the bill assertedly would have simplified the allocation of State school funds, its application actually would have resulted in a decreased amount of State appropriation. California Teachers Association therefore opposed the measure and it was decisively defeated.

NOW that additional funds have been secured for teachers salaries, I hope that the Association will immediately begin a campaign which, if carried to completion, will provide minimum salary schedules for every school district which employs eight or more teachers. It may be possible to have salary schedules in some of the smaller districts, but the teachers in all of the other districts should have a minimum salary schedule which could be augmented by the districts to any amounts desired by the governing boards.

It is impossible at this time to set definite amounts, but I hope that minimum schedules from \$2400 for beginners to approximately \$4,000 after a term of service may be provided.

Such a program perhaps cannot be passed at the next session of the Legislature, but I think that if our Salary Committee can come to a definite understanding of the needs of the schools in this respect, it might be worth while to introduce such a proposal. It may take several sessions of the Legislature to enact suitable legislation, but unless a start is now made, this most desirable end may not be obtained for some time.

Within three weeks the 57th session of the California Legislature will begin at Sacramento. Following the close of the 57th session, annual meetings of the Legislature will be called. The voters decided at the last election that this should be the order.

TODAY marks the last meeting of the State Council of Education which our tried and trusted friend, Robert L. Bird, will attend as a member. Bob Bird has served 28 years as a county superintendent of schools in California and has the record for the longest term of service as a member of the Board of Directors of California Teachers Association of anyone who has ever acted in that capacity. Mr. Bird was elected to the Board of Directors from the Central Section in 1925 and served for 20 years, when he asked to be relieved from further service. As a large portion of his membership was during the time that I have been Secretary of California Teachers Asso-

ciation, I want now to pay my tribute to the unselfish devotion to duty of Robert L. Bird. He was ever cheerful and willing to assume any responsibility that came to him. I know that his services in the public schools of California have been of the same high order and when he finishes his official work in San Luis Obispo on January 5, I know that he will be entitled to the Biblical expression, "Well done, thou good and faithful servant."

Ernest Bramblett, who took Mr. Bird's place as a member of the Board of Directors, will leave us. At the recent general election he was selected by the voters of the 11th Congressional District to be a representative from California in the National Congress. We wish for Mr. Bramblett every success in his new work. We know that his interest in public education, which has covered a period of some 20 years, will continue and we believe that his influence for good educational legislation will be felt in Congress.

Since the last meeting of the State Council of Education, Earl Gridley, who for 25 years served as secretary of the Bay Section of California Teachers Association, was suddenly stricken. We miss Earl. His friendly, kindly words of cheer were ever a help and his memory will linger long in the hearts of his friends.

Lewis Henry Britton, another member of the State Council of Education, also has been called by death. Mr. Britton for the past 12 years was a member of the State Council of Education and Santa Clara County superintendent of schools. He was a fine, upstanding school man. He also will be missed.

Faithful Service

Three other members of the State Council who had given long and faithful service to the schools of California passed away since our last Council Meeting. They were, — Elmer Cave, superintendent of schools of Vallejo; J. R. Overturf, superintendent of Sacramento City Schools, and Mrs. Janie M. Stocking, formerly Santa Cruz County superintendent of schools. They also will be missed from our Council.

I hope that when we finish our work this afternoon the Council will adjourn in memory of these fine members, who so unselfishly gave their time and energy for the welfare of the boys and girls of California.

THERE are two new members of our official family who have lately assumed positions of responsibility with California Teachers Association. Dr. Wallace Hall, who has been the vice-principal of the Marin Junior College and a past President of the Bay Section of California Teachers Association, is now the Executive Secretary of the Bay Section. Mr. Clive Saiz, formerly of Jefferson Union High School in

San Mateo County, has assumed the important position of Manager of the Placement Division in Northern California. We bespeak for these two men a fine service. We know from their past experience that they will be most helpful in their new positions and that they will gladly render any service which may present itself.

California already has begun the observance of its great centennial. School people in their respective communities are playing an important part in this colorful historic event. The world has changed greatly since the primitive days of the Bear Flag episode and the raising of the Stars and Stripes at Monterey. Every school in California should be proud to have some part in the pageantry and festivities of this glorious commemoration. The California State Chamber of Commerce is assuming leadership in formulating the program of events, and Honorable Joseph R. Knowland of Oakland, a past Grand President of the Native Sons of the Golden West, is heading the State Chamber Committee.

IN closing this report I wish to thank the membership of California Teachers Association, the Directors, all of the Section Officers and my associates at headquarters for the fine and loyal support which they have so unselfishly given me during this past year.

And finally, I wish for every one of you a Merry Christmas and a Happy and Prosperous New Year.

Respectfully submitted,

Roy W. Cloud

State Executive Secretary

On motion of Miss Morris, seconded by Dr. Jesse A. Bond, the report of the State Executive Secretary was accepted and ordered placed on file.

President Helms then called upon State Superintendent of Public Instruction Roy E. Simpson, who spoke briefly, giving a cordial message of cooperation and goodwill.

The next order of business was the receipt of Committee Reports:

Harold F. Seal, Chairman, Committee on Adult Education, reported as follows:

ADULT Education Committee makes the following recommendations for the approval of the State Council of Education:

1. Approval of the action taken by the State Apportionment Committee in unani-

mously adopting the following provisions to be written into the Apportionment Bill:

a. That the present law be clarified by the provision that evening schools may consist of classes for adults and that all attendance be computed on the basis now in the Education Code for classes for adults.

b. That administrative allocations made for 4-year high schools and 2-year junior colleges be made as flat apportionments to approved evening high schools and evening junior colleges.

c. That the apportionment for a unit of average daily attendance in evening high schools be the same as the apportionment for a unit of average daily attendance in day high schools and that the apportionment for a unit of average daily attendance in evening junior colleges be the same as the apportionment for a unit of ada in day junior colleges.

d. That 85% limitation on apportionment be eliminated.

e. That the district allocation of \$50 for each of the first 40 units of ada be eliminated.

These provisions are in accord with the recommendations of the California Association of Adult School Administration and the California Council for Adult Education.

2. It was recommended that this committee in cooperation with the California Council for Adult Education make State-wide studies of:

a. A plan to establish a minimum-salary rate per hour for adult education teachers in accordance with provisions of Amendment Number 3.

b. Retirement and tenure for adult education teachers.

c. Need for making teacher-training available in areas of the State when needed.

d. Credentials.

3. It was recommended that consideration be given to extending to Statewide basis the services of the Educational Speakers Bureau now organized and being developed in the Southern Section of the CTA in collaboration with the California Council for Adult Education.

Respectfully submitted, Harold Seal, Chairman.

Mr. Seal moved the adoption of the report. The motion was seconded by Miss Morris and carried.

Mrs. Nora L. Pearson made the report for the Childhood Education Committee as follows:

CHILDHOOD EDUCATION

AS educators we are interested in developing the whole child. At the polls in November the people by their vote also demonstrated their interest in educating the whole child. To provide the enriched program necessary to accomplish this directive is now our paramount duty.

With this in mind the committee presents 7 principles necessary in planning such a program:

1. Better qualified teachers.

2. Single salary schedule.

3. More equitable student-teacher ratio.

4. Smaller classes, especially in the kindergarten, primary level.

5. Better guidance program.

6. Better health program.

7. More and better instructional aids.

With the above principles as a guide, the following motions were passed by the committee, and are now presented to the State Council for action:

Mrs. Pearson moved the adoption of the Committee recommendation that teachers in similar positions with full-time responsibilities, who have equivalent qualifications in the form of training and experience, shall receive equal pay regardless of whether they be employed in the elementary, high school, or junior college level.

The motion was seconded and carried.

Mrs. Pearson moved the adoption of the Committee recommendation that no less than the \$120 raised by elementary ADA shall be distributed for elementary school purposes.

The motion was seconded. Mr. Williams moved to table the motion. The motion to table was seconded and carried.

Mrs. Pearson moved the Committee recommendation that 3 hours constitute the minimum day for the kindergarten and that full credit be given for ADA.

The motion was seconded. Mr. Quick moved to table the motion. The motion to table was seconded and carried.

Mrs. Pearson moved the adoption of the Committee recommendation that the ratio between the number of pupils and the number of teachers and other certificated personnel shall be approximately the same for the elementary, high school, and junior college levels alike; and the importance shall be recognized of keeping the classes smallest on the kindergarten and primary grade levels.

The motion was seconded. Mr. Williams moved to table the motion, which motion was seconded and carried.

Mr. Helms then stated that Mrs. Rollin Brown, President of the California Congress of Parents and Teachers, had asked Dr. C. C. Trillingham to bring greetings for her and for the California Congress of PTA to the State Council.

Dr. Trillingham extended a brief message of greetings to the Council.

Mr. Ira C. Landis made the following report for the Junior College Problems Committee:

JUNIOR COLLEGE PROBLEMS

WE recommend:

First: That legislation be considered to provide some adequate financing of new schools; i.e., operating charges for the first year, and for financing undue increases in attendance, currently.

Second: That legislation be approved to raise or remove the limitation on institutional memberships for Junior Colleges.

Third: That some means be devised to

increase State support for Junior Colleges, that consideration again be given to a redefinition of units of ADA in Junior Colleges as a means of increasing that support. We recommend 525 hours as the unit of apportionment for Junior Colleges, with a limitation of increase not higher than 33% for an institution, which is the average practice for the past 3 years.

Respectfully submitted, Ira C. Landis, Chairman.

Mr. Landis moved the adoption of the report, which was seconded by Dr. Wallace W. Hall. Miss Morris moved that the motion be tabled. The motion was seconded and the motion to table it carried.

Mr. Ralph Fields, Chairman of the Committee on Teacher Recruitment and Certification, made the following report:

TEACHER RECRUITMENT

MOVED, seconded, and carried that the Committee on Teacher Recruitment offer this resolution for the consideration of the State Council:

That the CTA institute a Program of Recruitment and Selection of Teachers for California, and that this program should include:

- A full-time person to direct this program and serve as the secretary of this committee to carry out the policies set by it.
- Encourage the establishment of a plan of recruitment in each high school district.
- Contacting of secondary and college students, teachers, professors, counselors, deans, and administrators to promote recruitment and selection of teachers.
- The collection and preparation and distribution of materials to students, teachers, counselors, and administrators.
- Encourage the establishment of adequate programs of guidance toward teaching in the California higher institutions and exert every influence to lead higher institutions to accept teacher-training as one of the major responsibilities of their respective institutions.
- To coordinate the efforts in recruiting of teachers of all agencies in the State, and particularly the efforts of our own CTA Sections.

This motion was presented to the State Council and approved.

Respectfully submitted, Ralph R. Fields, Chairman.

Mr. Fields moved the adoption of the resolution. The motion was seconded by Dr. Trillingham and carried.

Miss S. Edna Maguire, Chairman of the Tenure Committee, reported as follows:

Motion was made, seconded and carried that the California Teachers Association oppose the proposal to repeal Sections 13530 through 13548 and all their amendments and additions.

Miss Maguire moved the approval of this Tenure Committee motion. The motion was seconded by Mrs. Genevra Davis and carried.

The Tenure Committee reported that the Southern Section urged the State CTA to retain a strong Tenure Law, including the court trial on questions of law and fact. The State Tenure Committee recommends that the State CTA approve this recommendation of the Southern Section.

Miss Maguire moved the adoption of this recommendation, which motion was seconded and carried.

The Tenure Committee also moved, seconded and carried that we oppose any legislation which would exempt, from the Tenure Law, teachers in districts of 850 ada or over, excepting those serving under an emergency or war emergency credential.

Miss Maguire moved the adoption of this recommendation, which motion was seconded and carried.

The Tenure Committee moved, seconded and carried that the CTA Section Officers and Tenure Committee Chairmen and Classroom Departments study the following problem:

"In districts under 850 ada, a 4 year continuing contract may be offered certificated employees, with the provision that the Board, if it wishes to dismiss such employee, shall serve notice before May 15, terminating the prevailing contract at the end of the present contract period. For dismissal at the end of any current year, the Board shall follow dismissal procedure as provided for districts of 850 ada or more; unanimous vote of the Board shall be necessary for notice and dismissal.

Miss Maguire moved that the CTA undertake the study as outlined by the Committee. The motion was seconded and carried.

Mrs. Louise B. Gridley, Chairman of the Retirement Committee, made the following report:

RETIREMENT

IN this busy life we are sometimes prone to take faithful service for granted. I would like to express the growing appreciation of the Committee and, I am sure, of the Council, for the continued cooperation and help of Mr. Ralph Nelson. California teachers are indeed fortunate to have a man of such sound judgment and patient cooperation connected with the retirement system.

THE Retirement Committee met Friday, December 13, at 10 o'clock.

All the suggestions of individual teachers and teacher-organizations which had been brought to the Chairman were placed before the Committee for discussion and action.

It was moved and carried that, in view of the present shortage of teachers and other

important factors, the matters of permissive retirement after 20 years of service be postponed.

It was moved and carried that the suggestion for prior credit for work in industry be tabled. It was moved and carried that the present stand of the committee be maintained, that no credit be given for private school service.

It was moved and carried that we continue the present policy of granting no credit for out-of-State service after July 1944.

It was moved and carried that we postpone action on the matter of granting credit for service rendered in various fields of war service not now given credit toward retirement.

It was moved and carried that we postpone action on the matter of death benefits for beneficiaries of active members contributing to the Retirement System.

Some of the suggestions had merit, but it was deemed wise by the Committee to concentrate action on 3 issues which would render the greatest benefit to the greatest number and which had already come before the Committee and the State Council and which were adopted in principle at the April meeting.

It was believed desirable that whatever changes for increased benefits were made should be made within the present pattern of the Retirement System and through the prior service benefits under the Retirement Annuity Fund.

It was moved and carried that the service requirement for disability benefits be reduced from 15 to 10 years of service.

It was moved and carried that the ceiling of \$3,000 salary, upon which retirement annuity contributions can be made, be raised to \$5,000.

It was moved and carried that the service credit for service prior to 1944 shall be \$20 per year under the retirement annuity fund and shall be administered, including the discount according to the age at retirement, as under the present law and shall be applicable to both active and retired teachers.

Respectfully submitted, Louise Beyer Gridley, Chairman.

Mr. Cooperrider moved the adoption of the report. The motion was seconded by Mrs. Kenzevich and carried.

Mr. Harold W. Cook, Chairman of the Committee on Junior High School Adjustments, made the following report:

JUNIOR HIGH SCHOOL ADJUSTMENTS

COMMITTEE on Junior High School Adjustments of the California Teachers Association met at 10 a.m., Friday, December 13, 1946,

at CTA headquarters in Los Angeles.

The meeting was called to order by the Chairman, Harold W. Cook, and the following members were present:

Harold W. Cook, Upland; Clyde Finger, Oakland; Harry G. Hansell, San Francisco; Donald H. McIntosh, Colton; Paul Thomas, Oakland; Mrs. Flowers of Montebello, non-member, also attended. Harry Hansell was appointed to act as secretary.

Chairman Harold Cook presented a report of the results of a survey made of the Union High School Districts which maintain Junior High Schools to determine the opinions concerning the advisability of permitting an elementary district within the Union High School District to withdraw the 7th and 8th grades from the Junior High School. He reported that 24 replies from the 26 questionnaires sent out were received and that of the 24 there were 22 replies disapproving any change in the present law.

Following a discussion, a motion was made by Mr. Donald McIntosh, seconded by Mr. Clyde Finger, and unanimously carried, that the committee disapprove any change in the present law concerning the withdrawal from the junior high school of the 7th and 8th grades of an elementary school district.

It was also moved, seconded, and carried, that we call to the attention of the Legislative Committee of the CTA the recommendation which was made last year by this committee, that,

"the necessary legislation be prepared and presented to the next regular session of the Legislature which will make the 7th and 8th grades, wherever organized as part of a junior high school, a part of the secondary school system."

There being no further business, the meeting was adjourned.

Respectfully submitted, Harry G. Hansell, Secretary.

Mr. Cook moved that the CTA oppose any change in the present law to permit the withdrawal of the 7th and 8th grades of an elementary school district from the Junior High School and that the 7th and 8th grades wherever organized as part of a Junior High School be a part of the secondary school system. The motion was seconded and carried.

CAMPAIGN REPORT

An excellent and interesting report on Proposition Number 3 was made by Mr. Robert C. Gillingham, Secretary of the State Committee for Proposition Number 3. This report, comprising 20 mimeographed pages, may be obtained by addressing CTA State Headquarters. Mr. Gillingham also displayed a large portfolio of exhibits covering every phase of the campaign.

President Helms then introduced Robert T. Monagan, President of the California Student Teachers Association.

Mr. Monagan reported on the meetings of the Junior Executive Council of the day before and expressed appreciation for the privilege granted to the representatives of

the teacher training institutions to participate in the meeting of the State Council.

MR. MONAGAN said:

The CSTA is exceedingly happy to be here at the State Council meeting. We feel that we are standing on the threshold of a new era in California educational history. Our presence at these meetings will add much to our own professional zeal.

The problems of California Teachers Association are the problems of the CSTA. We look forward with earnestness of purpose to the facing and the conquering of these problems. It is difficult to point to tangible results from our meetings here these two days. Nonetheless, we have a feeling of accomplishment.

Thanks to CTA and the voters of California, we, as prospective teachers, can look forward to a more stable economic future. The battle, however, is not won; there is still a responsibility to provide, not only more, but better teachers for the children of this State. The search for and encouragement of young people to prepare for the educational profession, is the primary objective of CSTA for this year. Our meetings this week-end have been directed toward that objective.

He then introduced the following CSTA delegates:

Robert J. Berman, San Diego State College.
Raymond J. Blake, San Diego State College.
Donald Cutter, University of California, Berkeley.

Nadien Diel, Fresno State College, State Vice-President.

Mrs. Jane Eeki, UCLA.
Ivan Evans, Santa Barbara College.
Porter Ewing, UCLA.
John Fehrs, La Verne College.
M. Ellen Fox, San Diego State College.
Mary Goldthwaite, University of Redlands.
Robert N. Grunewald, UCLA.
Elaine Hackett, UCLA.

William A. Koller, Stanford University.
Mrs. Mildred Kuhnen, Chico State College.
Ruth Lind, San Francisco State College.
Sunella Luckinbill, Chico State College, State Secretary.

Robert A. Mackey, College of Pacific, Stockton.

Robert T. Monagan, College of Pacific, Stockton.

Barbara J. Peckering, San Diego State College.

Barbara Stein, Fresno State College.
Ann Tomasello, San Jose State College.
Clara A. White, Humboldt State College.

FINANCING PUBLIC

President Helms then called upon Frank Wright, Chairman of the Committee on Financing Public Education, for the report of his Committee.

Mr. Wright reported as follows:

"The meeting of the Committee was called to order on Friday, December 13, 1946, at 10:15 am. Rollcall recorded 27 members present. Approximately 100 visitors were in attendance.

"The Chairman presented a review of the activities of the Statewide Apportion-

ment Committee which had been established under the Chairmanship of Roy E. Simpson, Superintendent of Public Instruction. The California Teachers Association, it was pointed out, is an official part of this State Committee, with several members as direct representatives of the California Teachers Association. It was suggested that not only the recommendations of the Apportionment Committee be reviewed and considered, but that any other proposals, recommendations, or suggestions be freely presented, and that no approval of the action of the Apportionment Committee be given unless they met or expressed the opinion of the CTA Committee on Financing Education.

"Mr. Alfred Lentz, Chairman of a committee appointed by Mr. Simpson to study and report on the entire problem of determining ADA on all levels, especially the Kindergarten, reported as follows:

1. No change be made in the definition of ADA for all levels where such definition now exists.

2. Kindergarten ADA to be 180 minutes, including recesses, shall constitute a day of attendance for apportionment purposes, provided that if two sessions are held with only one teacher, only the larger ADA be counted for apportionment purposes.

"This recommendation was approved by a vote of 27 to 5."

Mr. Wright moved the adoption of this portion of the report. The motion was seconded and carried.

Mr. Wright continued his report as follows:

"Mr. Henry Magnuson of the State Department of Education presented the Apportionment plans which had been developed and especially the plan which had received approval of the State Apportionment Committee. The proposed equalized foundation plan of apportionment presented covered the following points:

"Elementary (Grades Ktg. to 8 incl.), \$150.00 Foundation with a 45c gross tax rate.

"High School (Grades 9 to 12 incl.), \$180.00 Foundation with a 35c gross tax rate.

"Junior College (Grades 13 and 14), \$200.00 Foundation with a 35c gross tax rate.

"Basic Support of \$90.00 (Constitutional Guarantee) per ADA for all levels or grades.

"The 3 proposals are based on using the funds in the level from which they are derived.

"Small districts of less than 80 ada are to receive a beginning variable foundation program of \$3,000, using 25 as the teacher unit, such apportionments to be subject to review by the Redistricting Commission.

"A motion to approve the plan so outlined was approved with 1 dissenting vote.

Mr. Wright moved the adoption of this portion of the report. The motion was seconded.

"The committee endorsed the principle that all teachers should receive equal salaries for equal training and experience within any given area. This conformed to the action taken by the apportionment committee."

Mr. Wright moved the adoption of this portion of the report. The motion was seconded and carried.

"The committee tabled a proposal that the teacher-pupil ratio be the same on all levels."

Mr. Wright moved the adoption of this portion of the report. The motion was seconded and carried.

"Recommendation was made to the Apportionment Committee that it should recognize that all money derived from ADA on any level should be apportioned to that level."

Mr. Wright moved the adoption of this portion of the report. The motion was seconded and carried.

"Approval was given for a County Service Fund of \$3 per ADA from all levels, to be administered on a budget approval basis by the State Department of Education, and for a Fund for Distressed Elementary and High School Districts of not to exceed \$2 per ADA from Elementary and High School levels, and that such a fund be administered by the State Department of Education on a formula basis, any amount not used to be returned for apportionment under the plan of apportionment on an ADA basis to those receiving equalization aid."

Mr. Wright moved the adoption of this portion of the report. The motion was seconded and carried.

"A motion to transfer excess transportation costs from the County Service Fund, as proposed by the Apportionment Committee, to the Distressed District Fund, was not approved. The Apportionment Committee had recommended that owing to the complexity of the transportation situation as it affected the problem of redistricting, and that in the difficulty of what kind or degree of transportation should receive State support, that the entire problem be referred to the Commission on Redistricting, and that in the meantime extreme hardship cases be given assistance through the County Service Fund on a temporary emergency basis."

Mr. Wright moved the adoption of this portion of the report. The motion was seconded and carried.

"A proposal that the Elementary tax of 45c be maintained in the proposed plan and that the Foundation of \$150 be increased, rather than that the Foundation be fixed at \$150 and the tax rate adjusted as proposed by the Apportionment Committee, was defeated by one vote. It should be pointed out that the Committee was not in particular disagreement on either idea, but that the Apportionment Committee should not be bound by a definite recommended tax rate, particularly in view of the fact that the CTA would have an opportunity to review and approve the entire bill at a later date.

"This was covered by the Amendment which we just voted upon and which was lost.

"Unanimous approval was given to the proposal that all excess costs for educating Physically Handicapped children should be

provided by the State over and above that provided by the Constitutional Amendment just passed."

Mr. Wright moved the adoption of this portion of the report. The motion was seconded and carried.

"The Committee gave unanimous approval that no funds provided under the Amendment should be used for capital outlays."

Mr. Wright moved the adoption of this portion of the report. The motion was seconded and carried.

"Approval was given to the proposal that \$2400 for each County Superintendent be used from the \$120 to be applied as a part of their salary."

Mr. Wright moved the adoption of this portion of the report. The motion was seconded and carried.

"Apportionments proposed for small districts was referred to the Apportionment Committee for further review and study in relationship to the work of the Redistricting Commission."

Mr. Wright moved the adoption of this portion of the report. The motion was seconded and carried.

"An expression of appreciation for the work of Mr. Magnuson and the Chairman was made by the Committee.

"The Committee on Financing Public Education by unanimous vote requests the State Council to approve a series of meetings throughout the State, to be held during the next few weeks for the purpose of fully and adequately acquainting all members of the California Teachers Association with the proposed apportionment bill, looking toward securing the unanimous backing of all the STATE, which backing can only be secured if the teachers throughout the State are fully informed."

Mr. Wright moved the adoption of this portion of the report. The motion was seconded and carried.

"The Committee, in giving approval to various suggestions and proposals, did so in the spirit of adopting principles as expressed, and final approval of the completed bill to be submitted to the Legislature should of necessity receive Committee approval upon completion."

Mr. Wright moved the adoption of this portion of the report. The motion was seconded and carried.

Mr. Peter Snyder moved that the motion be amended to instruct the Apportionment Committee to set a foundation program for the Elementary Grades of \$160 with a tax rate of 45c, provided that, if the computations show that the 45c rate does not yield the \$160, the foundation program shall be what the 45c tax yields above \$150.

The motion was seconded by Mrs. Bonwell.

After much discussion a vote was taken and the motion was lost. The Chair then put the original motion, which was carried.

Mr. DeSilva moved that not only regional meetings be held as approved by the Council, but that if any significant change in the principles as enunciated and adopted today are proposed by the State Committee on

Apportionment meeting on December 28, that they shall be approved by the State Council of Education before they are submitted to the Legislature. The motion was seconded by Miss Morris and carried.

Mr. Wright then moved the adoption of the report as amended. The motion was seconded and carried.

The meeting then adjourned for luncheon committee meetings.

At 2 pm the Council reconvened.

Dr. Wallace W. Hall, Secretary of the Bay Section, asked the privilege of the floor to pay a tribute to S. Edna Maguire, who is retiring from the State Council after many years of service. Tribute was also paid to R. J. White of Contra Costa County and A. O. Cooperrider of Arcata, both of whom have served many years on the State Council.

President Helms stated that, prior to submitting the Legislative Committee report, he had asked Dr. John Carroll to present a report and recommendation concerning legislation following upon the adoption of Constitutional Amendment Number 8 relating to County Superintendents of Schools.

Mr. Helms stated that the Legislative Committee had approved the legislation proposed by Dr. Carroll.

COUNTY SUPERINTENDENTS

Dr. Carroll stated that Constitutional Amendment Number 8 provided that the Legislature shall classify the counties and shall set up qualifications and fix salaries of County Superintendents of Schools. For this purpose the County Superintendents have recommended the following legislation:

I. Classification of Counties.

Counties shall be classified in 7 groups and there shall be a class 1A, a special class for City and County. The Counties have been classified on a pupil population basis as follows:

Class 1A — City and County of San Francisco.

Class 1 — 100,000 and over.

Class 2 — 30,000 to 99,999.

Class 3 — 10,000 to 29,999.

Class 4 — 2,000 to 9,999.

Class 5 — 500 to 1,999.

Class 6 — 100 to 499.

Class 7 — Less than 100.

II. Qualifications.

It is recommended that the professional qualifications for the County Superintendent of Schools be that he possess the General Administration Credential and such reasonable additional requirements as would be represented by a special course in county school administration and further that incumbent county superintendents be considered eligible for the credential by virtue of training and experience on the job.

III. Setting of Salaries.

Class 7 — \$3600.

Class 6 — \$4000.

Class 5 — \$5700.

Class 4 — \$7000.

Class 3 — \$8000.

Class 2 — \$10,000.

Class 1 — \$12,000.

Class 1A is to be determined after consultation with the administration in San Francisco.

Dr. Carroll moved the adoption of this report. The motion was seconded by Miss Abbott and carried.

THE LEGISLATIVE COMMITTEE

SEVERAL proposals for changes in the law regarding continuation education, truancy and work permits were considered. One proposal was approved. It was:

Amendment to Chapter 5, Article 3, Section 17065

Permits and certificates shall always be open to inspection by attendance or probation officers, by officers of the Division of Labor Statistics and Law Enforcement, and by officers of the Superintendent of Public Instruction. All permits to work or to employ and all certificates of age shall be subject to cancellation at any time by the Superintendent of Public Instruction, or by the Labor Commissioner, or by the person issuing the permits or certificates whenever any such officer or person finds that the conditions for the legal issuance of the permits or certificates of age do not exist or did not exist at the time the permit was issued. A permit to work shall be revoked by the issuing authority when he is satisfied that the employment of the minor is impairing the health or education of the minor, or that any provision or condition of the permit is being violated.

On motion of Miss Abbott, seconded by Dr. Turner, this action of the Legislative Committee was approved.

Mr. Helms continued with the Legislative Committee report:

A proposal to revise sections 7103 and 7136 of the Education Code concerning the \$3200 allocation formerly made for continuation high schools was referred to the Committee on Financing Public Education.

A proposal for additional apportionments for continuation schools was referred to the Committee on Financing Public Education.

A proposal to re-enact Education Code Section 9034.1, to permit a school district to hold continuation classes between hours other than 8 am to 5 pm, was **disapproved**.

A change in the Code for a change in boundary lines was approved. It was:

An act to amend Section 2421 of the Education Code, relating to City School Districts.

The people of the State of California do enact as follows:

Section 1. Section 2421 of the Education Code is hereby amended to read as follows:

2421. Every city except cities of the sixth class, unless subdivided by the legislative authority thereof, constitutes a separate school district, which shall be governed by the board of education or board of school trustees of the city.

However, if the consent of the governing board of the district is first obtained, territory within the exterior boundaries of a city may be withdrawn from the school district of that city and annexed to an adjoining school district in the manner provided elsewhere in this Code for the change of school district boundaries.

Mr. Croad moved the adoption of this recommendation. Seconded by Miss Abbott. The motion carried.

Mr. Helms continued:

A sabbatical-leave law for the State Colleges was approved and referred to the State Department.

On motion of Miss Morris, seconded by Miss Abbott, the sabbatical-leave bill for State Colleges was approved.

Mr. Helms continued:

The Committee on Recruitment and Certification presented the following, which was approved:

It was moved, seconded and carried that the holder of a General Secondary Administrative Credential granted to the holder of a general secondary teaching credential prior to January 1, 1937, be granted an Elementary Administrative Credential provided that said applicant have at least 2 years of successful elementary teaching experience, one of which must have occurred in the 5 years immediately preceding application for the elementary administrative credential, and provided further that the applicant shall have at least 6 semester hours of college credit in elementary education, including work in elementary principles, elementary curriculum, and elementary administration.

Note: It is felt that some action is necessary to rectify the "retroactive" effect of the legislation of 1937, which may have worked some hardship on credential holders who were at that time eligible for the elementary administrative credential but held only the secondary since it covered both fields. We feel that some such legislation as the above should be submitted by the State department regarding this problem.

Mrs. Davis moved the adoption of the report on Certification.

Mr. Helms continued:

The Retirement Committee submitted proposals for changes in the present retirement law, which were approved by the Committee. A proposed change in the present mandatory institute law was presented, but was disapproved by the Committee.

Respectfully submitted, Walter T. Helms, Chairman.

Mr. Croad, Chairman of the Committee on Teacher Education and Professional Standards, made the following report:

In order to clarify the work of the Committee on Teacher Recruitment and Certification and the work of this Committee on Teacher Education and Professional Standards, the two committees held a special meeting this noon and made the following recommendation:

We recommend that the work of the two Committees be clarified by establishing a Committee on Recruitment, and a second Committee on Professional Standards and Credentials.

Mr. Croad moved the adoption of this recommendation. The motion was seconded by Mr. Price and carried.

Mr. Croad then moved that the CTA State Council of Education sponsor whatever legislation is necessary to provide a Provisional Credential for emergency elementary teachers who have two years of college or normal school training and who are willing to undertake and continue a program of study leading to the A.B. degree or general elementary credential. This program of study to give consideration to teaching experience and success on the job.

The motion was seconded and carried.

Mr. Guy Jaggard, Chairman of the Salary Schedules and Trends Committee, reported as follows:

SALARY SCHEDULES AND TRENDS

THE people of California have spoken in no uncertain terms on Number 3, that teachers are entitled to a much better recompense than in the past. The fact that the campaign was spearheaded on the need of more money for salaries, means that a diversion to other purposes such as transportation or capital outlay would be a direct violation of the intent of the voters.

Our problem as a salary committee is not an easy one, to set up suggested norms within the framework of the voters intent and the means at hand to finance the increase. On the other hand, we need to be daring, for if we do not move now, the door of opportunity may close in our faces. The time to establish professional salaries is now. Increasing available finances and sound public support renders it possible.

The need for suggestions and guidance in salary schedules has led us to set forth this list of

Guide Lines in Setting Salaries for 1947-48

1. ALL BONUSES AND WAR INCREMENTS SHOULD BE INCLUDED IN THE REGULAR SALARY SCHEDULES. With the new provisions for salaries through better State aid, there is no possibility that we will ever go back to the prewar salaries. All new salary schedules should disregard these bonuses as separate items of salary.

2. WE SHOULD NOT STRIVE FOR A LIVING WAGE, BUT FOR A PROFESSIONAL SALARY. Teaching will not be respected as a profession when the pay is on the same level of the daily worker of high school education or less.

3. SALARIES WHICH MEASURE ONLY 50% ABOVE PREWAR SALARIES FOR THE SAME POSITION ARE NOT ONE BIT BETTER IN BUYING POWER, FOR COST-OF-LIVING NOW

STANDS ON THE SCALE AT 153,
AND GOING HIGHER.

4. INCREASES FOR CONTINUED FAITHFUL SERVICE SHOULD CARRY MAXIMUMS OF \$1000 ABOVE MINIMUMS.

Schools which encourage teachers with this incentive get the good teachers from the first. Besides, any business considers it good policy.

5. EQUAL PAY FOR EQUAL PREPARATION AND SERVICE.

The time has come to recognize the principle that elementary and high school teachers of like qualifications and experience should get the same salary. It's probably more important that Johnny have a good teacher in the first grade than it is in high school.

6. TIME HAS COME, WITH STATE ASSURANCE OF FINANCES FOR EVERY DISTRICT, TO STANDARDIZE SALARIES IN LARGE MEASURE FOR THE STATE. This calls for a State-approved foundation minimum-salary schedule for the large share of our schools to accept as a Minimum schedule that will be increased by many.

Some adjustments will be expected when you undertake to place teachers in the service onto the new scale. It is estimated that from the new funds from Number 3 there should be available an average of \$600 per teacher for increase in salary. It is suggested

that figure can be a guide of a just increase. In case of a teacher who has been teaching ten years and is now receiving \$2700, should she be given her place on the new scale at \$3700? She should be assured at least her \$600 increase from \$2700 to \$3300.

Notes on the Salary Schedule:

1. No emergency credentialed teacher should advance beyond the 4th salary round until schooling has been completed for a regular credential. Out-of-State teachers who have sufficient schooling can usually get a regular credential with one summer session, and it should prove no handicap.

2. It is suggested that an agreement among local superintendents to accept transferred teachers on a year-for-year credit-basis up to the 4th year inclusive be adopted.

3. It might be found feasible to introduce a bill in the coming legislative session to set up a foundation salary schedule. It would be a first step, and we could continue studying the techniques for meeting different situations in the State.

EMERGENCY LEGISLATION — Several boards have expressed willingness to increase salaries on present year contracts, but are restrained by legal restrictions. With cost of living up 17% since the time many present contracts were drawn last spring, present salaries are entirely inadequate. It is suggested that the Legislature might be asked for an enabling act to permit boards of education to reopen contracts in the emergency. Your committee voted recommendation of such a measure.

Finally, this is a continuing program, beset with difficult local problems. We therefore suggest that the committee be directed to continue its work, in securing cooperation of groups in formulating salary

schedules, in the assistance to local communities in establishing salary schedules, that they might be given the aid of Dr. Anderson as consultant.

Adoption of this report will constitute approval of this program.

Respectfully submitted, Guy H. Jaggard, Chairman.

Mr. Jaggard moved the adoption of the report, which motion was seconded by Mr. Finger and carried.

Dr. Hall, Chairman of the new Committee on Public Relations, reported as follows:

PUBLIC RELATIONS

IT was moved by Mr. Williams, seconded by Dr. Thornton, that the Public Relations Committee recommend to the Council that it be authorized to proceed with the preparation and issuance of an attractively-printed manual on Public Relations, for local teachers associations, which would be ready for distribution at the beginning of the school year 1947-48 and would be distributed yearly to the officers of local teacher groups. Motion carried.

Moved by Dr. Thornton, seconded by Mr. Vermilya, that the Chairman appoint a sub-committee for the purpose of preparing a draft copy of the manual for consideration by the Public Relations Committee at its April meeting. Motion carried.

Moved, seconded, and passed that the Committee recommend to the Board of Directors that in the expanded public relations program of the Association, it give consideration to the preparation and distribution to the newspapers of the State, at regular intervals, of a Clip-Sheet on educational matters.

Respectfully submitted, Wallace W. Hall, Chairman.

Dr. Hall moved the adoption of the resolution, which motion was seconded by Mr. Kelly and carried.

The Youth Employment Committee reported as follows:

YOUTH EMPLOYMENT

THE report is one of progress. We will continue the work begun by this Committee in April, relative to study of work permits and transfers and to work closely with Dr. Hill of the Bureau of Attendance, Migratory Education, etc.

We hope that machinery for coordination of Labor, Management and Education on a State-wide basis be set in motion, to define the need of continuation schools and in some

A Foundation Minimum Salary Schedule for California Schools

First year	\$2400	Increases are kept at \$100 per year for four years because many drop out during the first years. Emergency certificates should be converted into regular certification before rising above this salary hurdle.
Second year	2500	
Third year	2600	
Fourth year	2700	
Fifth year	2900	When a teacher continues into the fifth year it looks like she will "stick" with the profession. The increases are doubled here for a few years to bring the teacher to a professional status which she has earned.
Sixth year	3100	
Seventh year	3300	
Eighth year	3500	
Ninth year	3600	Continued increments for faithful service and based on continued improvement.
Tenth year	3700	
Eleventh year	3800	
Twelfth year	3900	
Thirteenth yr.	4000	
Maximum beyond this fixed by the district.		

way to combat the anti-school attitude of the 15-to-18-year-old continuation student.

John Allen Smith of Los Angeles spoke briefly of the Vocational Education Survey that is under way in Metropolitan Los Angeles.

Respectfully submitted, Oscar H. Olson, for Chairman Mary Ellen Dickison.

Dr. Bond reported for the Committee on Citizenship as follows:

CITIZENSHIP

COMMITTEE on Citizenship has prepared for publication as one of its projects a Handbook on Citizenship. This handbook can be used to stimulate interest in the privileges and responsibilities of the individual. It can also serve as a source of information concerning the major questions and problems faced by the citizen. The handbook is designed to appeal to a wide variety of persons. It is well illustrated by over 60 drawings, each of which is paralleled by appropriate and pointed questions together with needed and related information.

Ralph Burnight, superintendent and principal of Excelsior union high school district, has directed the preparation of the handbook. Many teachers and pupils have participated in this undertaking.

The Committee moves that the Handbook on Citizenship, as prepared by your Committee on Citizenship, be adopted by the Council and that it be presented to the State Superintendent of Public Instruction of California with the urgent recommendation that it be published immediately as an official document of the State Department and State Board of Education, to be used as follows:

1. A copy to be placed in the hands of each returned veteran in California to call to his attention his rights, privileges, and responsibilities as a citizen.
2. Copies be made available for instructional purposes in citizenship classes for adults.
3. Copies be distributed to high school students who are about to assume their full responsibilities as citizens.

If there are insufficient funds available in the budgets of the State Department of Education to print and distribute this handbook as indicated above, special appropriations be requested from the forthcoming session of the Legislature to finance the project and that in this connection the Committee on Citizenship be authorized to set the endorsement of the handbook by such groups as:

1. California Congress of Parents and Teachers.
2. California Department of The American Legion.
3. League of Women Voters.

Respectfully submitted, Jesse A. Bond, Chairman.

Dr. Bond asked Mr. Burnight to outline the contents of the Handbook on Citizenship. Mr. Burnight displayed the cartoons and the layout for the book as it is being prepared.

Dr. Bond then moved the adoption of the report, which motion was seconded and carried.

Mr. Helms called upon Mr. Pryor and Mr. Malcolm Murphy, NEA Directors for California, each of whom made a brief statement.

Mr. LaTourrette presented the following resolution:

"Mr. President and members of the Council. It has been about 25 years since California has had the Presidency of the NEA.

"We have a man in the CTA who has risen to the vice-presidency of the NEA, which shows he has strong support throughout the Nation.

"He has been endorsed by the Bay Section, Central Section and the Southern Section that I know of and I believe the State Council should be willing to endorse him and request all CTA delegates and all other California delegations to the NEA to support him.

"Mr. President, it gives me great pleasure at this time to move 'that the State Council endorse for president of the NEA a man who has won the respect and admiration of all members of the CTA, Dr. Leonard Bowman of Santa Barbara'."

The motion was seconded by Mr. Pryor and carried.

Miss Mary V. Morris moved that the State Council endorse Helen Holt for reelection to the Executive Board of the NEA. The motion was seconded by Mr. Ryall and carried.

Miss Morris reported as follows for the Intercultural Relations Committee:

INTERCULTURAL RELATIONS

INTERCULTURAL Relations Committee met on Friday afternoon, December 13; the chairman and 5 members of the committee were present.

Dr. Stewart G. Cole, executive director of Pacific Coast Council on Intercultural Education, was guest speaker. He gave a brief account of the many projects in California sponsored by the Council on Intercultural Education.

It is encouraging to learn that in California there is an increase of interest to supplement prejudice with understanding, tolerance with appreciation, antagonism with goodwill, and to build of many racial and cultural groups ONE AMERICA.

One of the most notable projects is the

Intercultural Education Program in the San Diego City Schools. As usual, San Diego is one of the first to begin a long-range program of 3 years; all departments of the schools are cooperating in this adventure.

A group of administrators and classroom teachers has prepared a syllabus, "A Program of Intercultural Education For the San Diego Schools." This well-written and helpful syllabus may be obtained from the Pacific Coast Council of Intercultural Education, Room 428, Chamber of Commerce Building, Los Angeles 15; price 50 cents.

It may be of interest to those who are planning to start a program of Intercultural Education that a part of the money for the program may be secured from the Columbia Foundation at San Francisco.

Respectfully submitted, Mary Virginia Morris, Chairman.

Miss Morris moved the adoption of the report, which motion was seconded by Miss Abbott and carried.

Miss Cecilia O'Neil made the following report for the Equal Opportunities Committee:

EQUAL OPPORTUNITIES

EQUAL Opportunities Committee has 3 proposals to place before the State Council:

1. The Committee highly approves the CTA membership for its successful campaign in the passage of Proposition Number 3, which has paved the way for equal opportunities for the boys and girls of California.

2. The Committee approves the principle of apportionment as presented by the Apportionment Committee.

3. The Committee commends the CTA Board of Directors for its leadership in advocating and providing adequate equal educational opportunities for the boys and girls of California at all levels.

Respectfully submitted, Cecilia O'Neil, Chairman.

This report was accepted as a report of progress.

Miss Edith Pence, Chairman of the Committee on Youth Problems and Delinquency, reported as follows:

YOUTH PROBLEMS AND DELINQUENCY

THE noon meeting of the Committee on Youth Problems and Delinquency was attended by 17 members and guests. We had as our special guest Elmer Waite, member, Legislative Committee of California Probation and Parole Association, who

spoke to the committee on legislation which is being planned by the Probation and Parole Association and in which we are interested from the point-of-view of youth welfare.

Proposed Legislation

The committee took note of the figures published in the latest issue of the bulletin of the California Youth Authority in regard to juvenile arrests; in 1945, 41,273 children under 18 years of age were arrested; 91,416 children under 18 years of age were apprehended by law enforcement agencies in the same year.

Various phases of the problems of juvenile delinquency were discussed by the committee, but, since next year will be a legislative year, this report will be confined to certain proposed legislative measures which the California Teachers Association should support. They are:

1. Provision for various types of 24-hour schools at the State level and for support of such schools at the local level, for youth who, due to individual difficulties or to unfavorable environment, deviate seriously or threaten so to deviate from socially-accepted conduct.
2. Provision for restoring to 16 years the required age for obtaining an automobile operators license.
3. Legislation establishing minimum qualifications for persons to be employed by the State or the counties as probation or parole officers, as follows: Graduation from college, preferably with a major in psychology, sociology, social work, or law; provided, however, that experience as full-time probation officer, parole officer, social worker in a recognized social agency, or equivalent experience in a closely related field, may be substituted on a year for year basis for not more than 4 years of education.
4. Provision for a type of tenure of office for probation officers, substituting indefinite duration of service for the present 2-year term.
5. Legislation to authorize the appointment of juvenile court referees in any county by or upon the recommendation of the judge of the juvenile court.

Motion that this report be adopted was passed. Respectfully submitted, Edith E. Pence, Chairman.

Miss Pence moved the adoption of the recommendations, which motion was seconded and carried.

Mr. Helms then recognized Dr. Rex Turner, Chairman of the Legislative Committee of the Bay Section. Dr. Turner stated that the Bay Section Legislative Committee felt strongly that a statement such as the following should be adopted:

In brief, this Bill of Rights involves the following twelve points:

1. *The right to teach classes that are not too large—in general from 10 to 20 pupils.*
2. *The right to have time in the school-day for planning.*
3. *The right of a 45-hour week.*
4. *The right to an adequate amount of helpful and constructive supervision.*
5. *The right to adequate compensation for the full year of 52 weeks.*
6. *The right to have good materials and enough of them.*
7. *The right to work in a room that, with the help of the students, can be made pleasant and appropriate to the task to be learned.*
8. *The right to the same personal liberties which other respectable citizens assume for themselves as a matter of course.*
9. *The right to an internship.*
10. *The right to a realistic program of in-service education.*
11. *The right to participate in modifying the curriculum and methods and in formulating school policies.*
12. *The right to keep from being lost in the profession.*

Mr. Ryall moved that a special committee, representing all Six Sections, be appointed to draw up a comprehensive and long range set of goals for public education in California somewhat similar to the program outlined in the NEA Journal of December 1946,—entitled "An Evolving Bill of Rights for Teachers," and that this program be submitted to the State Council for adoption as a CTA long range program.

The motion was seconded by Miss Abbott and carried.

John R. Williams, Chairman of the Committee on Problems of the County Superintendents, made the following report:

A number of us have worked for 16 years to professionalize the office of County Superintendent. The many services which we have asked this State Council to do to assist us in this program, have been done. We will now need your help in passing the legislation incident upon the successful completion of our proposition to the people. We ask your support in the Legislature in the months to come.

Miss Abby Perry, Chairman of the Committee on Essentials of the Modern Curriculum, made the following report:

ESSENTIALS OF THE MODERN CURRICULUM

THERE was discussion of many problems relating to the curriculum. It was agreed that more emphasis should be placed on the Pacific Ocean

Area, its islands and bordering land areas, and their relation to our future civilization.

Visual aids were mentioned as deserving an important place in any good educational program.

It was suggested that there is need in the State for the kind of planning that would prevent the repetition of subject-matter by the child, and at the same time be a guide for teachers in their work.

Readiness programs were stressed as deserving of better public support and should be encouraged by educators. The question was raised as to the relative merits of college preparatory courses, vocational courses, and the learning of practical arts, especially in schools where few ever reach college.

Mention was made of the philosophy on which the curriculum is based. The chairman agreed to appoint a group within the committee to make a study of curriculum problems and report at the next Council meeting.

Respectfully submitted, Abby Perry, Chairman.

Mr. Kelly, Chairman of the Section Officers Committee, made the following report:

SECTION OFFICERS

MEMBERSHIP reports from the six Sections indicated that, due to the fact that we had been working on Number 3 during the fall months, memberships for 1947 were a little late coming in. However, the feeling on the part of all present was that, under the new dues of \$6, CTA memberships would probably reach a high number.

Progress has been made in obtaining members of CTA from high schools and junior colleges, but we feel that more work should be done through leadership on these faculties to increase active CTA memberships in this field.

A suggested plan on getting information back to local teacher-groups, covering CTA activities, was discussed and a recommendation that follows is being made.

As Section officers we recognize the need for immediate activity to give the services based on the new dues program. It was moved, seconded and carried that a message be sent from our group to the Board of Directors asking for the field service and for any other of the proposed services to be in effect as soon as possible following January 1, 1947.

Following is the statement prepared by the Committee for presentation to the Council:

Though we all recognize that the real strength of the California Teachers Association

ciation lies in the expressed interest and active cooperation of each individual member, we feel that we are not adequately meeting this vital need. In order to attack this problem the Committee of Section Officers makes the following report:

1. It recommended that the Committee of Classroom Teacher Department Presidents investigate methods of extending and improving the lines of communication between the membership and the California Teachers Association and report such findings to the Organization Committee.

2. That the State Council authorize the Board of Directors to issue Certificates of Recognition upon the request of local teachers clubs who certify that 75% or more of their memberships are members of California Teachers Association. In addition to State certification, each certified club will be recognized by its Section in such a way as the Section Council shall determine.

3. That unified dues be recommended throughout all Sections, but each local group within the Section determine its own plan.

Respectfully submitted, H. W. Kelly, Chairman.

Mr. Kelly moved the adoption of the recommendations in his report, which motion was seconded and carried.

Mrs. Edith Armstrong, Chairman of the Committee on Classroom Teacher Presidents, made the following report:

CLASSROOM TEACHER PRESIDENTS

PRESIDENTS of the six Sections of CTA Classroom Teachers Department met at breakfast December 14 and discussed problems of classroom teachers. It was agreed that the classroom teachers should take an active interest in the affairs of the local, State and national associations, that we may solve the problems of our profession. An aim of the Classroom Department is to promote unified dues, so that the teachers of this country, professionally united, intelligently aggressive, and sanely courageous, may lead in the drive for better educational opportunities for all the youth of America.

All Sections of the Classroom Department cooperated fully in helping to publicize Amendment Number 3. The teachers circulated the petitions, contacted sponsors, rang doorbells and assisted financially toward the campaign for Amendment Number 3.

The Classroom Teachers Department recommend the study, encouragement, and support of United Nations Educational,

Scientific and Cultural Organization, by all teachers through their professional organizations.

We, as Classroom Teachers, must promote better understanding among the nations of the world. The UNESCO Charter states clearly and emphatically, "Since wars begin in the minds of men, it is in the minds of men the defenses of peace must be constructed."

Victory In Peace

The united strength of the Armed Forces gave victory in the war. The united strength of teachers must give victory in peace. The local organization is the foundation of our whole organization structure. It alone can challenge the full strength of each individual teacher in the solution of teacher problems.

John R. King, president of the Classroom Teachers Department, Central Section, reported that 8 new teachers clubs had been organized in his Section since April, 1946.

All the presidents reported favorably on Teacher Recruitment. The classroom teachers and local teachers associations must work to publicize the agreeable and satisfying features of the profession and plan a campaign to correct the conditions which make teaching undesirable.

The Northern Section is interested in tenure. We would like to see all teachers protected by tenure, whether in rural village or city schools. Any less comprehensive law is discriminatory.

John R. King, of Bakersfield, was elected chairman of the Classroom Presidents group. Margaret Hill, Santa Barbara, president of the Southern Section, presented the name of Mary Virginia Morris of Los Angeles as a candidate for the position of NEA South-Western Regional Director and asked the group to go on record as endorsing and supporting Miss Morris. Each president was asked to seek the endorsement of his Section representative.

In closing this report, I know you will forgive a personal reminiscence. Many years ago I applied for my first school in Richmond, California. I walked over wooden sidewalks some distance to the home of Mr. Walter Helms, superintendent of schools of Richmond. I approached Mr. Helms in fear and trembling. In those days when you heard of an opening you raced for it. Mr. Helms was sorry but the position had been filled!

Now I meet Mr. Helms again as CTA President and I as President of the Classroom Teachers Department. This time, however, I approach him with confidence and assurance, knowing that he is doing all in his power to advance the interests and welfare of the teachers of California and that he will make the link brighter and stronger between the local classroom teach-

ers association and the State association.

We, therefore, move that the State Council grant the Classroom Teachers Department the responsibility of organizing and maintaining local teachers organizations.

Respectfully submitted, Edith Armstrong, Chairman.

President Helms recognized Mr. Lynn H. Crawford of Santa Ana, who wished to present a proposal covering a situation in his district.

Mr. Crawford moved that the legislation proposed by the Santa Ana Board of Education providing for the staggered election of its Board members beginning with the election of April 1947 be approved and given the support of the California Teachers Association.

The motion was seconded and carried.

CHARACTER EDUCATION

The State Executive Secretary announced the establishment of a Committee on Character Education with Dr. T. W. McQuarrie as Chairman.

The State Executive Secretary stated that the Board of Directors had appointed two field directors, and introduced them to the Council. They were: Mr. H. W. Kelly and Mr. Robert E. McKay.

The Secretary also stated that the Board had voted to use the residue of the funds collected for Proposition Number 3, amounting to approximately \$16,000, for a campaign on teacher recruitment for the coming year. He announced that Mr. W. Harold Kingsley had been appointed director of recruitment.

Miss Mary Mullen made the following motion:

I move that the California Council of Education and its appropriate committees (a) work toward the reduction of the pupil — certificated-personnel ratio on all levels of education, as a means of improving the instructional program and (b) accept the principle that the greatest reduction in ratio should be on the Kindergarten Primary Levels.

The motion was seconded by Miss Morris and carried.

No further business appearing, the meeting adjourned out of respect to the memory of Earl G. Gridley, Elmer Cave, Lewis H. Britton.

* * *

Biographical Encyclopedia of the World is an authentic record of living men and women in every country throughout the world, compiled and published by Institute for Research in Biography, 296 Broadway, New York 7, NY. This comprehensive book is designed to be the largest one-volume encyclopedia of world biography. A fine new edition is now in preparation.

New CTA Staff Appointments

By Roy W. Cloud

THE expanded program of California Teachers Association, made possible by increased dues, has begun. During the campaign for Proposition 3, Robert E. Gillingham of Los Angeles was employed as director of activities for the Association. Mr. Gillingham's many contacts demonstrated his ability to take charge of a program of this kind. The Association is deeply indebted to him for his ready acceptance of every responsibility. After the first of January he returned to Compton and will also take work at USC toward securing his PhD.

Dr. O. E. Anderson of San Francisco Junior College had charge of the research work of the Association for Proposition 3. Dr. Anderson is a research worker of unusual ability and secured facts and figures which greatly facilitated the handling of the campaign. Until the regular organization of the Research Department is completed, Dr. Anderson will act in an advisory capacity and will give advice to those needing research material.

At the meeting of the Board of Directors held in Los Angeles on December 13, three new field representatives were added to the staff of the Association. They are:

Harold Kingsley

1. Mr. Harold Kingsley has been selected as Director of Recruitment. He has been connected with California Teachers Association for several years, but for the past 6 months has been representing Campaigns, Inc., in Southern California. Mr. Kingsley will work with schools and school organizations, to encourage young people to enter training for teaching positions.

Mr. Kingsley, a graduate of University of Michigan, has spent many years in newspaper work. Eight years ago he became associated with the late Fred L. Thurston and acted as field secretary in the nine Southern Counties for the Association.

In 1941 he accepted a position with Basic Magnesium in Las Vegas, Nevada, and was Director of Publicity and Public Relations for the big Kaiser interests in Nevada. With the close of the war and the discontinuance of the large-scale production of magnesium, he returned to California and during the last session of the Legislature assisted with the CTA legislative program at Sacramento. Mr. Kingsley is thoroughly acquainted with CTA activities and we believe that his activities in recruitment of teachers will be most successful.

Pat Kelly

2. H. W. Pat Kelly, for a number of years Secretary of CTA Central Section, now serves as one of the field directors for the Association. Mr. Kelly is a Stanford graduate. His first teaching was done in the Pacific Grove High School, after which he went to Tulare County and taught there. He became Assistant County Superintendent of Schools and served Tulare County in that capacity for several years.

Approximately 6 years ago he went to

Bakersfield to accept a position in the Kern County High School and Junior College. He soon became Director of Attendance in that institution and served most successfully. Three years ago he accepted the principalship of Shafter High School in Kern County, where his work was outstanding. A year ago he left the teaching field and was very successful in a business venture. However, he decided to return to educational work and has accepted the position with California Teachers Association. While his field will be State-wide, he will spend most of his time in the Central and Central Coast Sections, going to the Northern Section whenever required.

Robert McKay

3. Mr. Robert McKay of Compton was also selected by the Board of Directors to assist in field work and to be in Sacramento during the session of the Legislature. Mr. McKay is a college graduate who has spent several years in newspaper work. For 4½ years he was Assistant State Comptroller and confidential advisor of the late Henry Riley, State Comptroller of California.

He left his State position to enlist as a private in the United States Marines and served during the war, rising to the rank of First Lieutenant. Almost immediately on his discharge from the service he was associated with Harold Kingsley in the Southern Section work of Campaigns, Inc. Mr. McKay is an excellent writer and a fine speaker. We believe that his selection has been most fortunate.

Further Activities

Other activities under the expanded program will be begun about the middle of 1947.

ROBERT CAMERON GILLINGHAM

Mr. Gillingham, who recently concluded his successful work as secretary of the CTA State Committee on Proposition 3, has given us the following life sketch at our request. — Ed.

BOB GILLINGHAM "arrived" in the United States on August 12, 1896, at the little village of Pickford, Michigan, having just missed being born in Canada. The son of a Methodist minister, he lived in the copper-mining country along Lake Superior until he was 10 years old, when the family moved to California on account of his mother's health. Living in Los Angeles for a short period, they then moved to Compton, where his father, Harry Gillingham, went into business.

In the spring of 1914, Bob's father was drowned in a serious flood in the Los Angeles River while attempting to rescue a marooned family. Being the oldest of 4 boys, Bob worked in a grocery store for 2 years to support the family; then turned over the job to his next oldest brother, and entered Pomona College in the fall of 1916.

Slightly more than a year later, he found himself in uniform and on his way to France as a first sergeant in an ammunition-train with American Expeditionary Forces. Discharged in the spring of 1919, he enrolled at University of Southern California for a year, supporting himself and his wife by working nights at a service station, and then returned to Pomona College, receiving the B.A. degree in 1921 and the M.A. degree in 1922.

During his graduate year, he served as assistant freshman advisor at Pomona College, and then accepted a teaching position at Pomona High School and Junior College, where he taught social studies for 5 years.

In the fall of 1927, Bob was made dean of the new Compton Junior College, and had a very active part in the early development of that institution. From 1936 to 1939, he was a part-time instructor at University of California at Los Angeles, assisting prospective social studies teachers. Returning to full-time work at Compton, he has been chairman of the Social Science Department for the past 7 years.

All during his teaching career, Bob Gillingham has been interested in professional teacher organizations. Having served as president of his local club in both Pomona and Compton, and 4 terms as Southern Council representative, he was elected without opposition as vice-president and president of Southern Section, California Teachers Association, for 1943-44 and 1944-45. It was during these trying war years that the Southern Section became incorporated and purchased its present headquarters. For the past two years, he has been chair-

man of the Professional Relations Committee of the Southern Section.

During the school year 1945-46, Bob has been on leave from Compton College, and was secretary of CTA State Committee for the campaign on behalf of Proposition 3. With the campaign over, he now is carrying on further graduate work at University of Southern California for the balance of the year.

Bob married his college sweetheart, Edna Hull, and they have 3 children, now almost grown up; Jane is completing nurse training at Stanford, Ann is a junior at Pomona College, and Bob is at Compton College.

In spite of a busy school schedule, Bob Gillingham has found time to participate in community life. He is a member of Compton Kiwanis Club, with a perfect attendance record since 1927; was president in 1931, and secretary from 1933 to 1943. During World War II, besides being an air-raid zone-warden, he helped organize Community Youth Center, and was its president for 2 years. He has the honor of belonging to both Phi Beta Kappa and Phi Delta Kappa; is a Mason and a member of American Legion.

* * *

W. HAROLD KINGSLEY

W. HAROLD KINGSLEY is a newspaperman and public relations counsel of long standing. Educated at University of Michigan, he entered the newspaper field in Detroit and served as reporter and city editor on various large papers in United States and Canada.

Mr. Kingsley served as a first sergeant in the Second Division in France and Germany in World War I. Returning to the United States he was co-founder and editor of the Flint (Michigan) Daily Tribune. Selling this paper, he went to Paris, where he worked with the late Floyd Gibbons on the Chicago Tribune's European staff.

In 1923 Mr. Kingsley purchased half-interest in the Torrance (Calif.) Herald, selling his holdings in 1929, after which he became managing editor of Long Beach Sun.

In 1935 Mr. Kingsley became director of Public Relations of California Teachers Association, Southern Section, resigning after several years service to accept a similar position with Affiliated Teacher Organizations of Los Angeles. He took a leave-of-absence from this position to join the public relations staff of Basic Magnesium, Inc., a great war industry near Las Vegas, Nevada.

He returned to California in 1944 to manage the California Teachers Association

campaign in Southern California for Proposition Number 9 and thereafter worked for California Teachers Association in the public relations field and at Sacramento.

In 1946 Mr. Kingsley managed the Southern California campaign for Proposition Number 3.

* * *

ROBERT E. McKAY

ROBERT E. McKAY is a former newspaper reporter and editor who recently completed 3 years service as a public relations officer in the United States Marine Corps.

A graduate of Compton Junior College, he served for nearly 10 years on Long Beach Sun and Press Telegram. He was acting city editor of Press Telegram in 1939, when he resigned to accept a position as confidential secretary to the late Harry B. Riley, State Controller. For nearly 4½ years he served in that capacity, handling press relations, administrative details and the work of coordinating departmental activities.

In 1943 he enlisted in the Marine Corps as a private and served with various aviation units. He was subsequently commissioned as an officer and he was in charge of public relations for all Marine aviation units in the Pacific. Just prior to his return to inactive duty last July he saw duty in the Far East, serving public relations needs in China, Japan and Korea. For a time he lived with the Chinese communists in Manchuria.

He served in 1939 as president of the Compton Kiwanis Club and in 1943 as president of Sacramento Kiwanis Club.

He married Lucile Jensen of Compton, where they now live.

* * *

H. W. "PAT" KELLY

H. W. "PAT" KELLY was born in Jackson, Amador County, on November 23, 1902. He attended elementary school in this Mother Lode mining county and after one year at Jackson High School, moved to San Jose and graduated from Santa Clara High School in 1920.

He entered Stanford University as a freshman in 1920 and graduated with the class of 1924. Following graduation and his 5th year at Stanford, combined with the regular 4 years, he was given a general secondary credential at the end of the summer quarter in 1924.

His first position was classroom teacher in social studies and athletic director at Pacific Grove High School. After 4 years at Pacific Grove he returned to Stanford

and in the spring of 1929 obtained his MA Degree and his general secondary administrative credential.

Due to illness, a year was omitted in the school business. In the fall of 1930 he went to Visalia High School as director of continuation education and basketball coach. After 2 years at the high school he went into the office of County Superintendent of Schools J. E. Buckman as director of guidance and coordinated activities until 1938, when he moved to Kern County Schools to become director of attendance and child welfare.

On January 1, 1939, he accepted a position of director of attendance and child welfare with the Kern County Union High School district. In April, 1943, the Kern County district gave him the position as principal of Shafter High School, in which capacity he served until July, 1945. At that time, he resigned to enter business with one of the high school board members and has operated in partnership as Kelly & Ohannesson, realtors and insurance.

Their operations deal in home subdivisions and farms. During the past year, this firm has built and handled many homes in Kern County. Through Phil Ohannesson, one of the large farm operators in Kern County, a new office and business building has been built, which is occupied by attorneys, dentist, credit bureau, and Shafter Farms headquarters.

Since 1936 Mr. Kelly has served as secretary of the Central Section of California Teachers Association and has been interested in the general welfare of teachers and put in much effort for Amendments 9 (1944) and 3 (1946).

In 1926 he married Eleanor Ann Sweet and has a daughter, Patsy, age 16, a sophomore at Shafter High School, and twin boys, Tom and John, age 14, freshmen at Shafter High School. The Kellys live on a ranch north of the high school.

Mr. Kelly is past-president of the following organizations: Visalia 20-30 Club; Shafter Rotary Club; Alpha Rho Field Chapter of Phi Delta Kappa; Past Patron of Eastern Star; Past Exalted Ruler of Elks Lodge; and holds memberships in Masonic organizations and other fraternity groups.

During the past 20 years, he has been active in football, basketball and track officiating. At the present time, he is president of Kern County Coaches and Officials Association and is secretary of Shafter Community Chest, besides being active in many civic affairs in Shafter and Kern County with Boy Scouts, Camp Fire Girls and YMCA. He is serving as a member of Region IV, Commission on School Districts, with Richard Lewis, regional survey director. In addition to these activities, his main hobby is gardening, which occupies most of his free time.

The New Apportionment Bill

By Roy W. Cloud

THE Apportionment Committee appointed jointly by the State Superintendent of Public Instruction and California Teachers Association held its final meeting of 1946, at the headquarters of California Teachers Association, Saturday, December 28, with all 43 members present.

Alfred E. Lentz of the State Department of Education had prepared a proposed bill for the State Legislature comprising 31 mimeographed pages. In it are included all of the present Code Sections which will remain in the law and the proposed Sections which will be presented to the Legislature for adoption. The proposed bill sets up in detail the ideas of the Committee as to the distribution of funds which will be allocated to the schools through the passage of Proposition 3 which was adopted by a huge majority.

In these allocations \$120 per unit of a.d.a. in the kindergarten and elementary schools will all be allocated to those levels of the school program. All of the \$120 per unit of a.d.a. in the high schools will be distributed on the high school level. All of the \$120 per unit of a.d.a. in the junior college districts will be distributed exclusively to the junior colleges. Thus, each level will retain its \$120 per unit of a.d.a. for apportionment purposes. However, only \$90 of the \$120 will be used on direct allocation to each district, and the balance will be used for county services and for equalization.

The increased amounts are different for each of the 4 levels. The kindergarten attendance will receive \$120 more from the State on an a.d.a. basis than was previously allocated. The elementary schools will receive approximately \$38 per unit of a.d.a. more than previously, while the high schools and junior colleges will receive about \$27 more per unit of a.d.a. from the State than in the past.

In the distribution of the funds, 3 Foundation Programs have been established. Each of these, as specified in the bill, is dependent entirely upon the amount of mandatory tax which the Legislature will be willing to enact in the appor-

tionment law. The amounts set forth are as follows:

The foundation programs will be:

(a) \$150 for each unit of a.d.a. in elementary schools, if the mandatory tax is placed at 50 cents.

(b) \$180 for each unit of a.d.a. in the high schools if the mandatory tax is fixed at 35 cents; and

(c) \$200 for each unit of a.d.a. in the junior colleges if the mandatory tax is fixed at 20 cents.

These are the amounts specified in the proposal. Should the Legislature reduce any of these mandatory taxes the amount of the foundation program would of necessity be reduced. The converse is true.

ELEMENTARY SCHOOLS

In the allocation of elementary funds for small districts, 25 units of a.d.a. is fixed as a teacher-unit in districts of 4 teachers or less. In districts of more than 4 teachers the foundation program of \$150 per pupil prevails. In a 1-teacher district with from 6 to 10 children, \$3,000 is allowed as the foundation program. For 10 to 25 children, \$50 extra is given for each pupil, reaching a maximum allowance of \$3,750 at 25 pupils.

A district with 26 to 50 pupils will receive a foundation program going from \$6,000 to a maximum of \$7,500 for 50 pupils in a.d.a. A district with from 51 to 75 pupils will receive \$9,000, going to a maximum of \$11,250. A district with 75 to 80 pupils in a.d.a. will receive the foundation program of \$12,000, and for larger a.d.a. the foundation program of \$150 per unit of a.d.a. will apply.

HIGH SCHOOLS

In high school districts the foundation program is \$180 with the mandatory 35 cent tax-rate. In general, high school districts with more than \$28,500 assessed valuation per unit of a.d.a. will receive no equalization aid. Districts which do not receive equalization aid will receive, in addition to the \$90 guarantee, \$1,000

for each year maintained in the high schools and junior colleges. For example, a high school district that has only one high school and receives no equalization aid will be allocated (a) the \$90 which is guaranteed to every district for each unit of a.d.a. and (b) \$4,000, which is \$1,000 for each year maintained. A district which has two high schools will receive, in addition to the \$90 per pupil, \$8,000, as eight years of high school instruction are maintained. A district with two 4-year high schools and one junior high school, which receives "years maintained" credit

for its 9th grade only, will receive \$8,000 for the two high schools, plus \$1,000 for the one year maintained in the junior high school.

Any high school district¹ receiving equalization aid will use a formula involving the \$180 foundation program and the mandatory tax-rate, and will not need to get credit for its years maintained. It will find that the \$180 formula gives it more money than the one involving the \$90 guarantee and the \$1,000 for years maintained.

Further, a high school district cannot receive less than it received for the previous school year. Thus, small high school districts are protected.

PROPOSED STATE APPORTIONMENTS FOR THE THREE LEVELS

Elementary Schools		High Schools		Junior Colleges	
State Aid per a.d.a.	Assessed Value/a.d.a.	**State Aid per a.d.a.	Assessed Value/a.d.a.	**State Aid per a.d.a.	Assessed Value/a.d.a.
\$150.00	\$ 0	\$180.00	\$ 0	\$200.00	\$ 0
145.50	1,000	173.70	2,000	191.00	5,000
141.00	2,000	167.40	4,000	182.00	10,000
136.50	3,000	161.10	6,000	173.00	15,000
132.00	4,000	154.80	8,000	164.00	20,000
127.50	5,000	148.50	10,000	155.00	25,000
123.00	6,000	142.20	12,000	146.00	30,000
118.50	7,000	135.90	14,000	137.00	35,000
114.00	8,000	129.60	16,000	128.00	40,000
109.50	9,000	123.30	18,000	119.00	45,000
105.00	10,000	117.00	20,000	110.00	50,000
100.50	11,000	110.70	22,000	101.00	55,000
96.00	12,000	104.40	24,000	92.00	60,000
91.50	13,000	98.10	26,000	90.00	61,111
90.00	13,333	91.80	28,000		
		90.00	28,571		

Elementary Schools

Special steps will be used in foundation programs for districts of less than 80 a.d.a.

For districts with 80 a.d.a. and more, a foundation program of \$150 with a mandatory tax rate of 50c is proposed.

The State apportionments to these latter districts will be:

\$150* x a.d.a. reduced by .0050 x 90% of assessed valuation,
or \$90 x a.d.a., whichever is the larger.

High School Districts

A foundation program of \$180 with a mandatory 35c tax rate is proposed.

The State apportionments to high school districts will be:

\$180* x a.d.a. reduced by .0035 x 90% of assessed valuation,
or \$90 x a.d.a. + \$1,000 per year maintained, whichever is larger.

Junior College Districts

A foundation program of \$200 with a mandatory 20c tax rate is proposed.

The State apportionments to junior college districts will be:

\$200 x a.d.a. — .0020 x 90% of assessed valuation,
or \$90 x a.d.a. + \$1,000 per year maintained, whichever is larger.

* The foundation programs may be reduced by not more than \$2.00 to provide a special fund for aid to distressed districts.

** The amounts in these columns are correct for districts which receive equalization aid, but certain other districts will receive greater amounts than the above due to years maintained. This will happen especially in districts with low a.d.a.

1. It should be noted that ALL high school and junior college districts receive allowances for "years maintained." However, those districts which get equalization aid in addition to the guarantees, receive the "years maintained" credit as part of the foundation program, NOT in addition to the foundation program.

Insofar as wealthy small high school districts are concerned, many of them will receive little more than they were previously allocated, as the effect of the proposed law gives greater benefit through equalization to the districts which are not so well able to take care of themselves.

JUNIOR COLLEGES (See Footnote 1, Page 18)

Junior colleges are allowed \$200 as the foundation program. \$1,000 is allowed for each year maintained. If the junior college receives equalization, the apportionments will be on the same basis as in the high schools, except that \$200 is the foundation program.

For adult education classes the allocations are the same as for the high schools or junior colleges which maintain these classes.

The accompanying chart shows the amount of State aid which the districts of California will receive, based upon their average daily attendance and assessed valuation per pupil. For instance, in the elementary schools, should a district have no assessed valuation, it will receive \$150 for each unit of average daily attendance from the State, as nothing could be raised from district taxation.

An elementary district which has an assessed

valuation of \$1,000 per pupil in a.d.a. will receive for each pupil \$145.50 from the State and \$4.50 from its own mandatory tax. In a high school district having an assessed valuation of \$2,000 the State will furnish \$173.70, while the district tax must furnish \$6.30 per a.d.a. unit.

The table shows the amounts which will be allocated by the State. By subtracting these amounts from \$150 in the elementary school, from \$180 in the high school, and from \$200 in the junior college, the table will give the amounts which local taxes will furnish when the mandatory tax for each case is levied.

In general, in the elementary field a district which has an assessed valuation of \$13,000 or more for each child in a.d.a. will receive no equalization aid. A high school district which has an assessed valuation per unit of a.d.a. of \$28,500 or more will receive no equalization aid. A junior college district which has an assessed valuation of \$61,000 or more per unit of a.d.a. will receive no equalization aid.

The features of this proposal were approved at the December, 1946, meeting of the CTA State Council of Education. The bill as prepared will be introduced early in the present session of the Legislature.

Exchange Teachers in California

By Robert E. McKay of Los Angeles, CTA Field Representative

American children fundamentally are no different from British children. They respond well when their interest is aroused and they get up to the same kind of mischief."

Such is the observation of Doris M. Anderson of London, England, who, under the British-American teacher exchange program, is teaching at Eliot Junior High School, Altadena.

Coming to the United States with a background of experience in the infant, junior and secondary schools of England, Miss Anderson expresses admiration of the "flourishing PTA groups

over here," and the way "the girl students work in the stores in their holidays."

Miss Anderson is impressed by the American school facilities. "Our British children would enjoy the playground apparatus, swings, rings and so on of the elementary playgrounds. They seem well equipped," she said.

"The school textbooks, particularly the social-science books, are beautiful, real works of art. I wish I could take some back to England with me.

"The system of art and music supervisors is good and must be very helpful to teachers not gifted in these subjects.

"I am surprised to find that 6th grade students here still use pencils. The British students start using ink regularly at 7 years old, but the American student does not appear to suffer by the late change, as his work looks tidy," Miss Anderson commented.

By way of local observation she remarks that "Los Angeles smog is distinctive. It has a different color, smell and taste from the London fog."

About America in general she is enthusiastic. "I very much like the people and have found them most hospitable, sympathetic, generous, kind and anxious to make my stay enjoyable," she said. "I shall be extremely sorry when this wonderful experience has to come to an end."

Miss Anderson currently is teaching girls physical education

at the Eliot Junior High School, specializing in Scottish dancing. In addition she gives talks to social science classes and to elementary school faculties.

A 1930 graduate of Trinity County School, London, Miss Anderson received general training at the Brighton Training College, University of Reading. In 1936 she became a student at the London Strathspey School of Dancing, qualifying as an exponent and teacher of Scottish Highland dancing. Prior to her American assignment she taught at the Oliver Goldsmith Primary School for children of 7-11 years of age.

To Be Continued in the February issue, with statement by Eleanor W. E. Atkinson.

* * *

A TRIP TO EUROPE

STUDENTS from more than 2,000 schools will compete for a trip to Europe in the 21st annual national contest sponsored by education committee of American Association for the United Nations. Mrs. Harrison Thomas, committee secretary, has announced.

Open to public and private high school students under 21 years of age, the contest, scheduled for March 28, is an examination based on the United Nations.

Study material is supplied by the Association to each participating school, which may enter 2 papers in the final competition for national prizes. If conditions next summer do not permit the European trip, top cash prizes of \$500 and \$100 will be given to first and second place winners. Local prizes are being offered by branches of the Association in 27 States.

In many schools the contest has become an established part of the classroom work on international relations. Out of the 1730 schools participating last year, Patricia Talbott, High School of Commerce senior, Portland, Oregon, was first prize winner.

TEACHERS WISHING TO ENROLL THEIR SCHOOLS IN THE NATIONAL COMPETITION ARE REGISTERING WITH THE ASSOCIATION AT 45 EAST 65TH STREET, NEW YORK 21, N.Y., WHICH FURNISHES STUDY-KITS OF THE UNITED NATIONS CHARTER AND A REVISED EDITION OF *WE, THE PEOPLES, A HISTORY OF THE UN.*

Past winners of the contest, which has done much to build interest in international relations in secondary schools, have come from 12 different States. Each year, every State in the country has been represented in the competition. Past winners included, 1944, James Garst, Beverly Hills High School.

INTERCULTURAL EDUCATION

IN THE ELEMENTARY SCHOOLS

Olive Kimball Palmtag, Principal, Riley Elementary School, San Bernardino

PEACE has always been the prayer of mankind, but now, for the first time, it must be accomplished because the alternative is annihilation.

Teacher is the proudest of titles, but entails comparable responsibilities, so we must ask ourselves, "What is my share, as an elementary teacher, in this great task?" There are many valid answers, but one is universal and incontrovertible, — fill, to overflowing, the hearts of the children in my class with love for all the children in the world.

A teaching guide would be only suggestive and grow from a compilation of successful experiences. Only the common aim would be essential.

A kindergarten teacher might take into her class a little Japanese doll and charm her children by a smiling comparison between it and the dolls they are familiar with. If a child should bring up the enemy idea, it would be her chance to gently but firmly pull up the weed and plant in its place the story of our hope of persuading Japan to accept our standards now that we have proved that evil can not prevail.

EMPHASIS ON HOMES

The primary grade emphasis on homes is a perfect field for demonstrating that differences are geographical or social and only incidental to the basic needs of all human beings, — food, shelter and clothing.

The 4th grade units on China and California might be considered essentially one if the teacher based it on the scientific fact

that the Californians, the Indians found here by the Padres, originated in the Orient.

The 5th grade Colonial Period and Westward Expansion units offer a wealth of material for a sympathetic comparison of religious and national backgrounds, — the English Puritans of Massachusetts, German Lutherans of Pennsylvania, English Catholics in Maryland, French Huguenots in Louisiana, Lutheran Scandinavians of Minnesota, Mexican Catholics of the Southwest, Negro Baptists of the Southeast — Americans all.

COMMUNICATIONS

The 6th grade Communications unit, with its emphasis on the interdependence of men, offers the interested teacher daily opportunities of presenting material on better understanding of the unique cultures of different peoples.

If her own social education has taught the teacher that there are only 3 "races," Caucasian, Mongoloid and Negroid; that members of each are to be found in all nations, United States, Germany and Japan, and in all religions, Jewish Catholic and Protestant; if her religious education has taught her that there is one Human Race and that all its members are what the Bible says they are — brothers; if her scientific background has made her realize that such superficial difference as skin color or hair type are the result of where on the globe their ancestors happened to settle, then she will find that Intercultural Understanding will permeate every

subject she teaches and the fortunate children who pass through the aura of her influence will easily understand and cooperate with the ideal of Universal Peace.

Bibliography —

A wealth of material and bibliographical lists can be obtained from:

Pacific Coast Council on Intercultural Education, Room 429 Chamber of Commerce Building, Los Angeles 15.

Bureau for Intercultural Education, 119 West 57th Street, New York 19, New York.

* * *

TOWARDS OREGON

A Review by Roy W. Cloud

DR. Elmer H. Staffebach is the author of a most interesting book entitled *Towards Oregon*; published by Macrae-Smith Company of Philadelphia.

The story opens with a scene in the White House in which President Andrew Jackson, John Jacob Astor and Captain Bonneville of the United States Army discussed the Settlement of Oregon. The President then authorized Captain Bonneville to lead an expedition into the West and report on conditions as he found them.

The scene then shifts to St. Louis, where Bonneville prepares for the trip which meant so much in Western American History.

At this point the hero of the story appears. He is Pierre Juvere, a young French lad of royal blood. Shortly thereafter, Henry Chatellion, a youth who shared Pierre's experiences, comes into the picture.

Bonneville led the first wagon-train across the Rocky Mountains and opened the road for future settlers of Oregon and California. The exploits of Bonneville, Juvere and Chatellion form a most interesting series of events which bring the characters to the great Pacific.

The story holds the attention of the reader from start to finish and gives a real understanding of the hardships of the early fur traders and voyagers who helped to settle our country. Price, \$2.50.

MERCHANT MARINE CADET-MIDSHIPMEN

Regional Information Office, Training Organization, U. S. Maritime Commission, 1000 Geary Street, San Francisco

ENTRANCE examinations for appointment in the next class of cadet-midshipmen of the U. S. Merchant Marine Cadet Corps and its Academy at Kings Point, N.Y., will be held April 4, 1947, it was announced by Commander E. G. McDonald, USMS, District Supervisor, 1000 Geary Street, San Francisco.

In California, examinations will be held in the following cities: Alturas, Bakersfield, Chico, Eureka, Fresno, Long Beach, Los Angeles, Oakland, Riverside, Sacramento, San Diego, San Francisco, San Jose, Santa Barbara, Stockton, Vallejo.

Excellent opportunity to obtain, at no cost, a combined technical training and college education leading to a career as a ship's officer at sea and, after sea experience, positions in the shipping industry

and its allied activities are offered to qualified candidates.

Cadet-Midshipmen receive at least \$65 monthly pay and quarters and subsistence besides a free college course.

High school seniors 16½ to 21 years of age scheduled to graduate in May or June 1947 may apply. To enable them to complete high school and receive diplomas, successful candidates will not be assigned until July 1947.

Academy graduates qualify for commission as Ensign, U. S. Maritime Service, and Ensign, U. S. Naval Reserve, as well as licenses as ship's officers in the deck or engine department.

Commander McDonald urges interested candidates to apply early, as many applicants failed to qualify for the 1946 examinations because applications arrived too late to be properly reviewed.

Merchant Marine Officers are trained at an Academy comparable to the Navy's Annapolis and the Army's West Point.

For further information write or wire today: Supervisor, U. S. Merchant Marine Cadet Corps, Training Organization, Washington 25, D.C.

Better School Homes for Children

PRACTICAL, helpful guidance in the building and modernization of schoolhouses is offered in a new bulletin, *Better School Homes for Children*, published by Association for Childhood Education.

The right schoolhouse for the children of one community may not be the right one for the children of another, the bulletin explains. But certain considerations seem basic in good schoolhouse planning in any community and for all children. These basic considerations are presented in the bulletin.

A selected collection of the best articles, photographs and floor plans that have appeared in recent publications and the magazine of the association, *Childhood Education*, are incorporated in the new bulletin.

"A schoolhouse is a building provided by a community for the education of its children. It may be an elaborate structure or a shabby frame building. It reflects what that community thinks of its children.

"Children learn under any conditions

Most communities are finding that their children learn better if their environment is right." What are these "right" conditions, and how do you achieve them in your community?

Several pages of photographs and floor plans offer a host of practical suggestions demonstrating the principles discussed in the articles.

The bulletin concludes with a bibliography indicating the kinds and sources of information available on the planning designing, building, maintenance and equipment of good schoolhouses.

THE PUBLICATION CONTAINS 24 pages; PRICE 25c; ORDER FROM ASSOCIATION FOR CHILDHOOD EDUCATION, 1201 16TH STREET NW., WASHINGTON 6, DC.

This bulletin is one of a series issued each year by the Association for Childhood Education, covering a wide range of everyday problems of teachers of children, and offering practical and authoritative aid in their solution.

THE Association, established in 1892, is a professional organization of teachers of children from 2 to 12 years of age. Its 43,000 members work for the education and well-being of children by promoting desirable educational programs and practices of teachers, and leaders in this field, by bringing into active cooperation all groups interested in children in the home, in the school, and in the community.

ORGANIZATION LEADERSHIP

NEA Institute, July 28-Aug. 22

INSTITUTE of Organization Leadership of NEA, which proved so helpful in 1946, will be repeated in 1947. The course will be 4 weeks, July 28 to August 22, at American University, Washington, DC.

The Institute will include training in parliamentary law, public speaking, educational journalism, history and structure of our united organizations, program, and planning. Special teachers and NEA staff members will direct the courses and be available for counseling. Dr. Sonoma Cooper, president of Berkeley Teachers Association, has accepted appointment as one of the conference leaders.

Members of the Institute will formulate plans for their own educational leadership next year. An important feature of this planning will be the preparation of press releases.

Membership is open to officers of State associations, local associations, classroom teacher groups, and others who wish to prepare themselves for leadership in our professional organizations.

Persons interested should write immediately to the Editor, NEA Journal, 1201 16th Street NW, Washington, DC.

Robert McKay of Los Angeles; New Field Representative of CTA; see also Pages 15 and 16



WHAT SORT OF SCIENCE TEACHER ARE YOU?

By John R. Edwards, Teacher, Garfield
Junior High School, Berkeley

THE President of Stanford University, speaking recently at a local meeting, seemed to bewail the narrowness or inhumanity or vision of professors of science.

A. L. Crabb, writing in NEA Journal, says:

"Teachers are the hostesses of the thresholds, the custodians of the old eras, the missionaries to the new. From the old eras, they draw substance and courage for their adventures in the new."

These remarks applied to ALL teachers. Science teachers are NOT a bit less conscious of preparing youngsters for life, preparing the WHOLE youngster for a complete life.

How can a real teacher consider astronomy with the class and overlook man's, as well as earth's, smallness midst the magnitude of the Universe? When the Science teacher helps the class understand the many miracles of nature, does either teacher or pupil fail to glow with the wonder of life? Plankton, snowflakes, towering trees, polished minerals, tropical fish and sunsets thrill youngsters with Beauty, and beauty is a key to religion.

Can you try to understand the subtle and cooperative function of simple physiology or the processes of plant nutrition, and the symbols of destiny in cross-pollination without wonder at Nature's mysteries and man's capacity at solving many of these riddles?

Pupils of Science cannot fail to sense the wonder of life, the relationship between themselves and their environment, as well as their responsibility to their future. No wonder that Science inspires so many youngsters to become students, and, more than that, to follow the professions that serve society best.

Breadth and Outlook

No subject in the curriculum has more inherent broadness, humanity and wide outlook upon life than Science. Details and facts, but NOT without genuine relationship to the whole problem, simply teach TRUTH.

Guessing and superstition are contrary to the scientific method. There is no room for fake or subterfuge in the laws of Nature. Unlike some phases of philosophy and much called "politics," Science casts out prejudices and false suppositions.

Science MUST look forward, conceive the future and train minds for tomorrow. It is the very essence of how and why, to live which is the ideal of education.

Film Units for the Study of Intergroup Relationships; introductory units for 3 series on intergroup relationships, using films as major teaching materials; is Monograph 1, division of audio-visual education, Office of Dr. C. C. Trillingham, Los Angeles County Superintendent of Schools. This valuable bulletin of 28 mimeograph pages was prepared by Helen Rachford, director, division of audio-visual education; Robert O. Hall, coordinator, same division; Alexander Frazier, coordinator, division of secondary education. Copies may be obtained by addressing the division at 808 North Spring Street, Los Angeles 12.

* * *

THE TIME OF YOUTH

By Scott Thompson, Compton

ONLY youth are young and only once so young

Time was never so profuse yet brief,
Into the bright sun their faith is flung
Sound saplings strong of limb and green of leaf;

These days are destiny, by whatsoever scale
We measure out the seeds of this great hour,
Before it, later hopes are weak and pale
Faint compromise for youth's exciting power;
This is the moment on the wheel of time
When youth may find the beauty of the hills,

The promise of great days is at its prime
The flood of life so full it sings and thrills;
These fateful hours let no one make profane
And turn to loss what God has marked for gain.

* * *

THE ART TEACHER

Pedro de Lemos, director, Stanford Museum and Art Gallery, is author of a beautiful and important new book for children and teachers entitled *The Art Teacher* and published by Davis Press, 44 Portland Street, Worcester 8, Massachusetts; price \$5. This new and enlarged printing of Professor de Lemos' nationally-known and basic text, which first appeared in 1931 and has gone through many printings, is copiously illustrated and of great practical value.

* * *

Keith Memorial Associates are headed by Brother Cornelius, internationally-known authority on William Keith, the famous California landscape painter.

Now available are: Keith, Old Master of California, a book, \$5; also beautiful Keith prints; mounted, 25c each; \$2 the set of 10; unmounted, 20c each; \$1.50 the set. Address: Keith Memorial, St. Mary's College, California.

California School People

In this issue is continued the series of biographies of representative school people. The articles are contributed upon request.

ROBERT R. HARTZELL

ROBERT REIFF HARTZELL, District Superintendent of Red Bluff Union High School, was born on a farm at Perkasié, Pa. Upon graduation from Franklin and Marshall College, Lancaster, Pa., in 1912, he entered Northwestern University, Evanston, Illinois, on a fellowship, and gained the degree of Master of Arts in 1913.

Graduate scholarships and fellowships were also awarded him by University of Pennsylvania, Pennsylvania State College, Harvard and Yale. He did graduate work in school administration at University of Pennsylvania, University of California, and Stanford. He was with the 315th Infantry in France during World War I.

He served in the East as principal of Third Ward School, Perkasié; instructor in school methods and management, Perkiomen School, Pennsburg, Pa.; teacher of history, mathematics and debating, Yankton High School, South Dakota; summer vacation teacher of mathematics at Blake Tutoring Schools, New York City and Tarrytown, New York.

His teaching and administrative record in California may be summarized as follows: teacher of history in San Luis Obispo High School; member of San Luis Obispo County Board of Education; principal of Templeton Union High School; principal of Kauffman and Gary Junior High Schools, Pomona; chief of Division of Readjustment Education, State Department of Education; district superintendent and principal of Red Bluff Union High School. He has been at Red Bluff since 1921, excepting from November 1944 to July 1945, when he was with the State Department of Education.

Some other activities and responsibilities which have engaged his time and interest include: secretary and president, Northern California High School Athletic League; member of Board of Managers, California Inter-Scholastic Federation, Northern Section; president, Tehama County Educational Association; president, CTANS; member of Advisory Council of State Superintendent of Public Instruction; president of Red Bluff Rotary Club; commander of local post of American Legion.

At present he is on the executive committees of California Society of Secondary Education, District 9 of California Association of Secondary School Administrators, and of CTANS. Other current responsibilities include that of president of District

9, Association of California Public School Superintendents, member of State Council of Education and member of CTA Board of Directors.

In 1940, on his way to the National Education Association convention at Milwaukee, he met Miss Thelma Missner of Oakland, who was also a delegate to the convention. Both were delegates to the NEA convention at Boston the following summer and they were married in 1945.

* * *

ROBERT E. BURNS

ELECTION of Robert E. Burns to the presidency of the College of the Pacific, California's first chartered college, was announced recently by James Chamberlain Baker, Bishop of the California area.

The elevation of Dr. Tully C. Knoles to the newly-created office of Chancellor was announced at the same time. Dr. Knoles was in his 27th year as president and Mr. Burns had been his assistant for the past 5 years.

Formal inauguration of Chancellor Knoles and President Burns will be made at the June, 1947, commencement.

President Burns is a College of the Pacific graduate with the class of 1931. Since that date he has been in the service of the college continuously in field development, alumni and placement work. Since 1936 he also has been registrar and in 1942 was named assistant to President Knoles.

Born in Missouri in 1909, Mr. Burns is probably the youngest college president in the West. He has been a California resident since 1924, graduating from Richmond High School in 1927.

Mrs. Burns is the former Grace Weeks of Stockton, and their children are Bonnie Jean and Ronald.

Specific projects which President Burns has developed on the Pacific campus include Food Processors Foundation, Frequency Modulation radio-station now under construction, Dillon Beach Marine Laboratory, Christian Community Administration project, and Early California History Foundation. The latter represents a special interest of the new president, who earned the Master of Arts degree in the field of California History and has one of the outstanding private libraries on this subject.

"My purpose will be to extend the

Knoles tradition at Pacific," President Burns states, "because it is a tradition of progress which has kept the institution advancing and flexible in the face of every economic and social change it has faced."

* * *

CLIVE M. SAIZ

BORN near the turn of the century at Astoria, Oregon, of Scotch-Irish and Spanish parents, Clive Meadford Saiz spent his youth in the Pacific Northwest, where he attended public schools under difficult circumstances, as he walked with crutches for over 4 years.

Before he made up his mind to attend college he worked for a number of years, spending some time with Oregon-Washington Railroad and Navigation Company.

He received his AB in 1924 from Albany College, Albany, Oregon (now Lewis and Clark College at Portland). During his college years he was a student minister in several Presbyterian Churches in Oregon and was active in the student YMCA.

In 1927 he was granted a diploma from San Francisco Theological Seminary, shortly after he had been ordained a minister of the Presbyterian Church. The only regular church he served was United Presbyterian Church of Morgan Hill, California, 1927-29. The following year he acted as chaplain and English Department head of California Military Academy (now closed) at Mayfield and began post-graduate work at Stanford. He has united in marriage many former students at Stanford.

December 1931, the opportunity to become a member of the faculty at Jefferson Union High School, Daly City, knocked and he remained there as a teacher of social sciences and assembly sponsor until November 1946, when he began his duties as manager of the Placement Bureau, California Teachers Association, at Berkeley.

Mr. Saiz has been active in San Mateo County Teachers Association and was editor of the Bulletin of the organization for over 14 years and served as association president. He has been a council member of CTA Bay Section and was chairman of the Public Relations Committee for a number of years. In 1945, the teachers of San Mateo County elected him to the State Council. He attended several NEA conventions and has been a member of NEA for many years.

As a hobby, Mr. Saiz is a collector of modern first editions and has a collection of over 1,000 volumes, half of which are inscribed or signed by the authors. Oriental art is another hobby, and friends who have visited his apartment refer to it as the Museum. Pastimes include legitimate theater, symphonies, opera and motoring.



Clive M. Saiz, Manager, CTA
Placement Division, Berkeley

HELEN HOLT

Helen Holt, a native daughter of the Golden State, was born in Marysville, Yuba County.

Her mother gave her the equivalent of her first year of schooling. With the exception of a few months spent in the second grade of Marysville Schools, Helen received her elementary and secondary education in the Chico Schools.

She holds a Bachelor's Degree from San Francisco State College and has done graduate work at University of California at Berkeley. She has also participated in educational conferences in several of the leading colleges and universities throughout the United States.

Miss Holt, before coming to Alameda, taught 4 years in the schools of Yuba and Butte Counties. After years of service in Mastick and Washington Schools, she was appointed, in 1945, principal of Webster School.

For the past 15 years she has taken an active part in her professional organizations. She was president of Alameda Grade Teachers Club, first president of Classroom Teachers Department, California Teachers Association Bay Section, State Director for National Education Association, President of National League of Teachers Associations and was elected, last July, a member of NEA Executive Committee in Buffalo.

She is a Delta Kappa Gamma and was listed in Who's Who in the Western Hemisphere while President of National League of Teachers Associations.

HONORING MRS. MALOY OF MADERA

By Elizabeth Shute Stoddard,
Madera

EVERYBODY who realizes the importance of Education watched with keen interest the growing popularity of Proposition 3 and rejoiced in its success at the election. Young people, who were considering taking up teaching as a profession, have been influenced in their decision by the adoption of this amendment.

Something else, however, besides Salary influences such decisions. One such factor is the knowledge that the work of the teacher is very much worth while and that it is held in honor by others.

You may be interested in the Madera way of showing appreciation. Of course, our newspapers print obituaries, but Madera people do not wait until a teacher dies to tell what they think of him.

Last fall, the alumni of Madera High School classes of 1910-13 had a reunion and had as their guest of honor Mrs. Bonita Maloy who, as Miss Weaver, had been one of their teachers. Other guests were the husbands and wives of the graduates of those years.

The plan was started by Madera High School graduates of those years who were still living here. They chose Old Timers Day for the reunion. The fun offered by this annual event would call back many of Madera's sons and daughters. A little note telling of the double attraction lured others.

Old Timers Day

A turkey dinner was served in the high school cafeteria, the tables of which had been decorated with branches of red berries and with pennants in the school colors.

On a table in the room were snapshots which had been collected by a faithful committee. There were pictures of the baseball and football teams and of outstanding members of the classes. Many of those present had not seen one another for 33 years.

Each class was represented by a speaker. Then all of the graduates told briefly what they had been doing since graduation. Many expressed appreciation of Mrs. Maloy as being the teacher who had been the greatest influence in their lives.

This is not the first time that Madera has honored her teachers during their years of service. (Mrs. Maloy is still teaching in our high school), and I am sure that it will not be the last; in fact, it is the Madera way.

FORTNIGHT MAGAZINE

FORTNIGHT, "The Magazine Of California," now in its third month of publication, appeals especially to the reading interests of California people. Generously sprinkled with cartoons, it includes several types of information:

Guide Features: Brief reviews of feature-length motion-pictures currently playing in California; a list of distinctive California restaurants; detailed listings of important musical, artistic, sporting and other events; brief reviews of new books; important radio-program listings; shopping opportunities in Los Angeles and San Francisco; an outdoor section of special interest to motorists, vacationists and sportsmen.

California News: Illustrated news and feature articles under such headings as Politics, Civic Affairs, Education, Husbandry, Labor, Press, Veterans Affairs, Health, Science and Invention, Conservation.

Editor and publisher is O.D. Keep, former editor and publisher of New York City's Cue magazine, also formerly associated with Time, Life, Fortune, Newsweek, Vogue, House and Gardens, Vanity Fair. Native Californians on the staff include Duncan Scott, Grant Gordon, Charles Wilson Dewing, and Kenneth Cooperrider, Stanford AB 1931, U. C. MA 1936, former newspaperman and journalism instructor in California high schools.

Fortnight is sold on news-stands for 15 cents a copy or by subscription for \$3 a year. Offices are at 4304 Melrose Avenue, Los Angeles 27; and 68 Post Street, San Francisco 4.

This important new indigenous California periodical is worthy of the serious attention of all California school people.

My Suggestion

Editor
Sierra Educational News
660 Market Street, room 415
San Francisco 4, California

On attached sheet is my suggestion for Sierra Educational News.

Please use additional sheets as required

Signed.....

Address.....

BIRD STUDY AT SCHOOL

By Lyne S. Metcalfe, New York City

AS a direct result of the widespread and successful use of films in wartime training and especially in science studies, many new subjects are now becoming available to nature lovers, nature-loving homes, wildlife, hunting and garden clubs.

The filmstrip, along with movies, used successfully for years in schools and colleges for speeding up the learning process among young and old, is easily projected on screen or wall in the home or clubroom, providing material for a visualized discussion of any science topic in well-organized form.

One Jam Handy kit, for instance, deals with birds under a general series title, New Science Adventures, comprising 6 filmstrips, a total of 429 large lighted pictures with concise printed explanations for projection on screen or wall.

While these films are also designed for school use, they lend themselves to objective study and discussion by all those who have an interest in wildlife, particularly in our American birds. A simple outline will give an idea of the range of information visualized in this series:

Film 1. The Structure of Birds

This film reduces the anatomy of birds to simple, easily understood words and pictures. Illustrates how every part of the bird's body is adapted for flight.

Film 2. Adaptations of Birds

Avoiding complex and often conflicting scientific explanations, this film graphically illustrates the marvelous range and degree of adaptations among birds. Many common and readily observed adaptations are shown, thus inspiring an interest and desire for field observations.

Film 3. Birds Nests

Birds nests offer many opportunities for personal observations. This film inspires and directs interest by showing the history of nests, types and locations, unusual types and methods of discovery.

Film 4. The Migration of Birds

This film reveals the mystery of bird migration in a direct and interesting manner. The substance of many treatises by leading authorities has been reduced and organized into a single film, graphically illustrated for easy understanding. The film covers early superstitions, past and present methods of tracing migrations, notable examples of migration and also the foremost theories on why birds migrate. In addition to its main function as a tool for teaching bird migrations, the film also presents the scientific method of acquiring knowledge in sharp contrast to guesswork and legend.

Film 5. How Birds Serve Man

This film portrays, appealingly, yet logically, the economic importance of our birds. Histori-



Rats were accidentally carried to this country on sailing ships. Then we brought cats to kill the rats. The cats found our native birds more tasty and have become very harmful to the birds.



Put out nesting materials and watch where the birds carry the pieces. Using brightly colored materials may help you spot the nests later on.



When the feathers are laid over each other, the fluff, or down, makes a warm layer next to the skin.



Babies are now abundant on the California Educational Scene. The above picture, from the Pomona College Campus, is the Richard Utman family scene on the front steps of the Library. Dick Utman is a senior this year and a veteran. His wife was a student last spring when this photo was taken, but is staying out of school this year to take care of Dan, age 2, who is now entering his sophomore year of campus activities.—Plate courtesy of Pomona College Bulletin; Chuck Shelton, editor.

cal examples of birds services to mankind inspire interest. Statistics on the dollar-and-cents value of beneficial birds are simply and vividly illustrated. Erroneous impressions of many so-called harmful birds are exposed.

Film 6. Helping the Birds

Follows up Film 5 and demonstrates the why and how of helping the birds. Changing conditions which have adversely affected our bird population are pointed out, and the steps necessary to correct these conditions are shown. There is much material for club activities, including a section on bird houses. The material shown and the method of organization also points out the need for conserving all of our natural resources.

IN planning, researching and producing this series of science films, the most practical visual teaching techniques have been kept in mind, so that the most interesting "adventures in science" result, whether the audience consists of a small group or an auditorium full.

To get the most out of nature-study filmstrips of this kind, they may be tied-in with field trips, experiments and with other visual study-materials, as well as textbooks and related lectures or forum discussions of the material presented on the illuminated screen.

The material of each film is organized into several lessons with questions in the context to establish an attitude of inquiry,

and a series of questions at the close of the lesson to serve as a guide for group discussion. Each lesson may be shown in the average class period and still leave time for discussion and related activities.

* * *

NATUREGRAPHS

NATUREGRAPHS, a new way to learn the wonders of nature, is excellent practical material for all teachers and students interested in nature-study, elementary science and related subjects.

These excellent materials comprise loose-

leaf notes and map pages $5\frac{1}{2} \times 8\frac{1}{2}$ inches; supplementary and study sheets; illustrated keys; ecologic maps. Sheets covering 61 birds and insects are now available and the series is increasing rapidly.

Artistic and carefully-prepared, the naturegraphs can be used for class reference-work, students notebooks, tests, wall-charts, games and field-trips.

Duart Brown, graduate student, Stanford University, is director of research. For complete price lists and descriptive circulars, address Naturegraph Company, Box 698, Palo Alto.

California Conservation Week, March 7-14

WE invite you to plan now to participate! Arrange in advance for your School to take advantage of Conservation Week.

A. To focus attention upon the need for Conservation Education and conservation activities and plan for more efficient year-round work.

B. To tell by every means of publicity at its disposal: 1. What it is doing. 2. Why it thinks it worthwhile, and 3. How the public can help.

President, California Conservation Council, Pearl Chase, 912 Santa Barbara Street, Santa Barbara.

Chairman, California Conservation Week, Warren T. Hannum, Director, State Department of Natural Resources, Sacramento 14.

California Council for Adult Education

By Louise W. Heyl, Norwalk; State President of the Council

ORGANIZED in its present form but 3 years, California Council for Adult Education has probably established a record in growth of membership and prestige in its field for the short period of its existence.

The Council, recently affiliated with California Teachers Association, is the only State-wide organization including in its membership both teachers and administrators in the field of adult education. It is dedicated to the purpose of developing for adult education the recognition which older established forms of education have attained.

Organizational Pattern

The organizational pattern of CCAE follows that of California Teachers Association. The Council has the same 6 geographical Sections. Each Section has a president, vice-president and secretary-treasurer. These 18 officers constitute the State executive board. A definite effort is made to see that teachers have full representation in the various offices. Some Sections have set forth in their constitution that at least half of the representatives must be teachers.

Adult education has been slow to organize on a State-wide basis due to the great obstacles of distance and irregular teaching hours. Many teachers in adult education are also full-time day teachers and have had little time or inclination to go into organizational work for the betterment of adult education. Teachers who give full-time to adult education are apt to teach day and evening and in more than one school district, which makes it difficult for them to participate in extra professional activities.

Despite these handicaps, CCAE has shown steady growth in membership and strength, and has reached a place where effective committee work can be accomplished.

Some Sections have progressed to the stage of having representation in CTA Section Council committees, which enables them to bring in the problems of adult

education to CTA and to take back specific reports of other levels of education to the membership of the Council.

The CCAE, in cooperation with the State Department of Education, California Teachers Association and California Adult Administrators Association, is sponsoring a legislative program for the clarification of present adult educational laws, and needed revision to secure adequate State support for adult education.

Cooperation

The State president of CCAE is a member of the State Apportionment Committee, now drafting proposed legislation made necessary by the passage of Amendment No. 3. The organization is also participating in a State committee considering recommendations concerning adult education regulations for submission to the State Board of Education.

An Educational Speakers Bureau and Rating Service was inaugurated in the Southern Section of CCAE this past fall. Actual booking of forum speakers for a cooperating group of schools close to Los Angeles was arranged, with the object of obtaining the highest caliber speakers consistent with the school budgets. As soon as the service is extended to all of Southern Section, and eventually to the entire State, it is believed that the bargaining

power of the schools acting through one agency will be great enough to offer a considerable saving to schools, agents and speakers as whole blocks of dates for recommended speakers can be arranged at one time.

The CCAE has also sponsored a Speakers Rating Summary, compiled by CTA Southern Section and mailed monthly to schools requesting the service. Sufficient data will be collected over a period of time to enable schools to select speakers they can be assured will be suited to their audiences. The Bureau also books commencement, institute and assembly speakers. This service is financed by a small service fee to the schools participating (none to the speakers) and it appears now that it will soon support a full-time secretary.

Dues to CCAE are very nominal, \$1 paying both Section and State memberships for a calendar year. The money is used largely to pay expenses of its representatives to regional and State meetings. It is believed that this practice will enable many teachers to take an active part as officers in the organization.

OFFICERS

THE success of the organization has been due to the efforts of many professionally-minded individuals in the adult education field too numerous to mention. However, the Council is indebted to George C. Mann, Chief of the Division of Adult Education, State Department of Education; Roy W. Cloud, State Executive Secretary of CTA, and Arthur F. Corey, Executive Secretary, Southern Section, for their advice and guidance during the formative period.

Officers for the current year are:

STATE

Mrs. Louise W. Heyl, president, Excelsior High School, Norwalk.

J. M. Bowersox, vice-president, Eureka Evening High School.

Mrs. Nell Neal, secretary-treasurer, Los Angeles City Schools.

SOUTHERN SECTION

Mrs. Nell Neal, president, Los Angeles City Schools.

Michael Crotty, vice-president, Fullerton Junior College.

Mrs. Marie Sheppard, secretary-treasurer, Los Angeles City Schools.

CENTRAL SECTION

Wesley Pugh, president, Modesto Evening Junior College.

T. E. Dunshee, vice-president, Office County Superintendent, Fresno.

Gordon White, secretary-treasurer, Modesto Evening High.

NORTHERN SECTION

David L. Greene, president, Stockton Evening High School and College.

Louise W. Heyl, President





Principal Harry G. Thompson looks on with approval as Bettylyle Westbrook, Perris High School senior, Riverside County, receives a United States war bond from the district chairman of the Good Citizenship Pilgrimage, sponsored by Daughters of the American Revolution. Miss Patricia Prouty, Director of Music Education, Riverside County, is the district chairman.

Perris High School has won the award 2 years in succession. High scores in civics and American history made by Perris students in this contest won first place for them in the counties of Riverside and San Bernardino, with city and county high schools participating.

Plate courtesy of Ezra E. Smith, Riverside County Superintendent of Schools.

Mrs. Gladys Hayford, vice-president, Sacramento Junior College.

Lauro A. deRojas, secretary-treasurer, Folsom Adult School.

COAST SECTION

L. H. Sortais, president, Monterey Union Adult School.

Mrs. Augusta B. Lovett, vice-president, Gonzales Evening High School.

Mrs. Jane Ranson, secretary-treasurer, Pacific Grove Evening High School.

BAY SECTION

Joseph M. Galvin, president, San Francisco City Schools.

Frances Richards, vice-president, Merritt Business School, Oakland.

Mrs. Ruth Struckman, secretary-treasurer, Mission Adult School, San Francisco.

The Bay Section has recently organized a San Francisco Chapter. Officers are: Eustace Cleary, president; William Baker, vice-president; and Olga Norstrom, secretary-treasurer.

NORTHWESTERN SECTION

J. M. Bowersox, president, Eureka Evening High School.

Raymond Stenback, vice-president, Eureka High School.

Mrs. Hally Eastman, secretary-treasurer, Eureka High School.

Of special interest to teachers and administrators in adult education is the announcement of two State meetings on the Film Forum, jointly sponsored by

CCAE and divisions of adult and continuation and audio-visual education of the State Department of Education.

J. Margaret Carter of National Film Board of Canada is scheduled to conduct The Film Forum in Southern California on Monday, 10 a.m., January 20, at the State Building, Los Angeles, and in San Francisco on Friday, January 24.

Each meeting will be divided in two parts:

1. A demonstration of the film forum actually carried through completely to show the techniques developed for the use of films as a means of stimulating public discussion.

2. A planning session with administrators on setting up the program in their schools.

A cordial invitation is extended to administrators and teachers to attend these meetings.

San Francisco teachers recently organized a chapter, according to report from Joseph Galvin, who is fostering chapters in Vallejo, San Mateo and San Jose.

CCAE issues a periodical, California Council News Letter, and several of the Sections issue section news-letters.

CALIFORNIA STATE COLLEGES

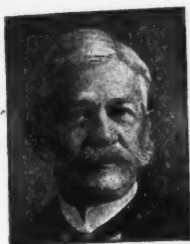
This year's enrollment in the 6 California State Colleges, as of October 5, was 14,961, an increase (over October 5, 1945) of 8,544, or 150%. The total veteran enrollment as of October 5, 1946, was 7,298.

* * *

J. D. SWEENEY OF RED BLUFF

AT a recent meeting of California Teachers Association Northern Section Council, a splendid Resolution of Appreciation was unanimously voted honoring J. D. Sweeney, one of the founders of the Northern Section and its ninth president. Mr. Sweeney retired recently from the treasurership of the Section, a position which he has held for 47 years. The Northern Section has made him a permanent member of the Council and presented him with a token of esteem.

At the recent CTA Northern Section convention in Sacramento, resolutions were unanimously adopted, honoring Mr. Sweeney and expressing appreciation for his long, loyal, and faithful service.



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and Prevent Waste in the Schoolroom
can be expected for some time.

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Springfield, Massachusetts

What Local Teacher Associations Can Do in Rural Schools

By Annamae Morrison, Teacher, Rio Vista Union Elementary School,
Solano County

IN considering this topic, the term "rural school" should be interpreted to include one-room schools, town or union districts and rural high schools.

We cannot over-emphasize the importance of local associations. Without them we would be unable to develop the needed solidarity for our profession.

Educational and professional problems cannot be solved until they are brought home to the teachers themselves. This is one of the purposes of the local association. The State and national associations are too large and too far away from the individual teacher.

She must be satisfied that the

profession is interested in her before she will really become concerned in the extensive problems of her profession. So to be successful the foundation upon which a local association must build is the personal contact with each of its members.

A. PROBLEMS

The problems of a local association are many and varied.

The distances between rural schools and the means of transportation to meetings are usually a matter of annoyance, if not a real worry. After a day's teaching and a trek of 30-40 miles over country roads, through fog or rain, the teacher is not too receptive to any message, no matter how inspirational.

This same problem must be faced in

making trips to museums, county libraries, exhibits, lectures, plays or anything of a cultural nature — and who needs this "face-lifting" more than the rural teacher!

It also is very difficult to plan a program which will interest the various types of teachers, who each have their own specific problems. The elementary and secondary teachers want to know more about the fundamentals on their particular levels, while the special music, art or physical education teachers favor displays. Keeping all of these people happy calls for a very wide-awake program chairman and a lot of constructive planning.

TEACHERS NEED TO BE AWAKENED TO THEIR RESPONSIBILITIES. "If a dog waggeth not his own tail, verily, the tail will not wag."

The public has not been too concerned about the present conditions in our schools, because we have not been too concerned ourselves. We have not been demanding enough in our needs.

We are too apt to sit back and say, "Well, what can we do about it?", instead of going out with our heads held high — proud that we are teachers — and demanding the remuneration and respect that is our just due.

The unprecedented success of the response to the campaign for Amendment No. 9 was

a good example of what teachers can do when they work together.

We should take advantage of every means of professional growth to better ourselves — but not forget that other interests are necessary to make a well-rounded teacher. We should not live "dried-up" lives, but sample life on all sides.

Our code of ethics must be adapted to the environment in which we find ourselves teaching. The mores of the community are very often the criteria by which the teacher is judged — not by the way she handles her reading program or plays the piano — and it is a wise teacher who learns this early in her career.

Each teacher should really participate in her community affairs and be alert to community needs. In this way she becomes the best public relation agent for education in the local community and the nation as well. Too often teachers are not active forces because they must resemble the textbook to be safe.

All real teachers have the welfare of the child uppermost in their thoughts. The ideals of the PTA are fine and much good work is done to bring about a better understanding between parents and teachers. But often the very parents who need understanding are not members of the PTA. The local association could do something to try to interest these latter parents in the welfare of their children by having visiting committees to call on them or have them come in congenial groups to discuss what the school is trying to do, how they can cooperate and what should be expected of the children. Even if only one or two parents were helped the time would be well spent.

An efficient school nurse can be a great boon to any school system. She can make home contacts easier than the teacher and bring the home and school much closer. If she can gain the confidence of the parents with whom she works, there is no limit to the good that can be accomplished.

Last, but not least of the problems listed, is that concerning the attitude of the community toward teachers. After all, "teachers are people" and are deserving of treatment as such. In many places they are treated as though they belonged to a "third sex" and are not allowed to forget for a minute that they are teachers.

B. EXISTING CONDITIONS

The city school becomes "Mecca." Rural schools are usually stepping stones for beginning teachers who need experience before applying in city systems. This experience is often obtained at the expense of the rural children, who more than any city child need a teacher who is capable of giving them the very best skilled teach-

ing to make up for the many advantages offered by larger schools. Good teachers should be encouraged to stay in the country.

The rural teacher is supposed to live in almost anything with four walls. No provision is made for her recreation and little effort is expended to help her get acquainted. The citizenry do not know all of the teachers. Some of the trustees know them only as names on the salary warrants they sign. Many parents are not too interested in meeting "Johnny's" teacher until some problem arises.

THE TEACHER WHO STAYS IN THE COMMUNITY FOR ANY LENGTH OF TIME BECOMES TOO WELL KNOWN AND IS EXPECTED TO TAKE PART IN ALL COMMUNITY AFFAIRS — UNTIL SHE IS SO OVERLOADED WITH EXTRA-CURRICULAR ACTIVITIES THAT A QUIET EVENING AT HOME WITH A GOOD BOOK SEEMS LIKE SOMETHING ONLY TO BE FOUND IN HEAVEN.

"Nothing succeeds like success." It is surprising how stimulating a few words of appreciation can be. Any good teacher will work untiringly and practically perform miracles when she knows that her administrator, her Board and her community are in sympathy with her problems. Many teachers fail to do a good job just because they feel unappreciated.

COORDINATION IMPERATIVE

To help solve some of these problems and existing conditions there must be effective coordination between local, State and national associations. There must be some workable plan to coordinate the accepted goals of the State and national associations with local conditions through publicity, conferences, personal letters, etc. A liaison officer should be appointed to see that every member is made cognizant of all that transpires at the State and national meetings and how to correlate that information with local needs and problems.

All teachers must actively participate in developing and carrying out association programs and projects if they are to become interested and active members. Personal contact is an important factor in organizational growth. Field service from national to State to local associations through speakers bureaus, etc., is badly needed. Many teachers colleges do not have courses dealing with professional activities and consequently new teachers do not know what is expected of them.

The local association must have a comprehensive action program of its own — developed in the light of local needs and giving worthwhile tasks to every member.

The effectiveness of the local organization is measured by the efficiency of its officers and leaders. Local officers should be trained to deal with legislative agencies,

community organizations and school boards, as well as with the affairs of the local association itself.

THE best type of program for a rural association should be three-fold —

Educational — including activities such as discussion groups on subjects of interest to teachers — report cards, discipline, tenure, salaries, certification, ethics, — professional courses for credit wherever feasible, lectures by outstanding educators.

Social — especially for orientation of new teachers — committees to write them before they arrive, help them to get settled, — teas to meet people, etc.

Program activities — such as would interest them in and inform them about professional problems, — lectures, reviews of educational magazines with mention of "must" articles. Most teachers do not have time to read all the magazines and would appreciate knowing just where to find articles that would be most helpful or interesting to them.

Every local association needs a legislative committee to work closely with the State association on one legislative program — "In unity there is strength."

The committee personnel should be well-informed and enthusiastic. They should be well-known and respected in their community. One of this committee's duties should be to make a careful inventory of all available help for any legislative campaign. They might learn the political leaders and the members in the local association who would know them best for contact purposes; they should be certain of the utilization of the press, whether the local teachers stand together, how much prominence is given to education in service and civic clubs' programs, and many other things which could be very valuable to those working on beneficial legislation.

HELP YOUR COMMUNITY

Local associations should cooperate with community organizations. They should provide for active participation, either as a group or as individuals, in specific projects such as Community Chest, Red Cross, etc. Public confidence and support for education is secured by this means, and schools and other community interests are brought closer together.

An exchange of teachers from neighboring communities, to speak of current problems, would be interesting and profitable. "A prophet is not without honor, save in his own country and in his own house."

Lastly, "teachers are people" and are entitled to live their own lives. We must do all we can as a group and as individuals to make this a more generally-accepted fact.

New Books

Members of California Teachers Association are cordially invited to contribute notes and comment

IDEAS HAVE LEGS

A Book Review by Winifred O. Holmes, Formerly Principal, Garvey School District, Los Angeles County.

TEACHERS everywhere are seeking a challenging book with a practical answer that works in the present world chaos.

Ideas Have Legs is such a book. Peter Howard, the author, an outstanding English journalist, is one of the best informed world analysts today. Publisher is Coward-McCann.

This book, containing much wit and humor, is a very human document, written from the author's first-hand experiences. These include the thrill of his winning the world bob-sled championship, representing Britain in international football, his career as a journalist on Fleet Street under Lord Beaverbrook, and his contacts with Churchill, Lord Baldwin, Cecil Morrison, bread administrator of Canada, and other prominent men.

"Ideas Have Legs has the power of a great idea with the punch of a great pen."

Peter Howard's life was changed by the impact of this idea. "What I and my generation never learned," he writes, "was how to establish right. We did not understand how to make 'What is right' the strongest idea in the world."

This is a remarkable book, reflecting as it does many facets of interest—history, agriculture, home and family relationships, psychology and education, and most important of all, the inspired ideology of democracy.

Only as this ideology is followed can order and peace evolve from today's chaos.

This book is eminently worth reading and re-reading and can change the thinking of a nation.

It has been published in Britain (with a sales record of 200,000 copies to date), in Canada, India, Denmark, and South Africa, and is soon to be published in Australia and Holland. Editions in French and German are in preparation.

The Los Angeles Board of Education, realizing a great need, lately issued a directive to include in the school curriculum a course on Moral and Spiritual Values.

In Ideas Have Legs the author is using the weapon of the idea of inspired democracy to bring a consciousness of spiritual and moral values to peoples of all ages, color, and creed, as its legs are marching over the world.

A NEW AND EXCITING "TOOL" FOR VISUAL EDUCATION

PICTOREELS

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IVANHOE . . . by Sir Walter Scott. Highlights of the story condensed into a fascinating educational production.



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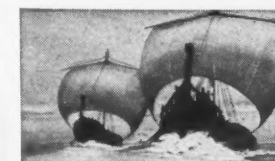
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LIVING LITERATURE SERIES

MACMILLAN Company, with Pacific Coast Branch at 350 Mission Street, San Francisco 5, John H. Beers, manager, issues the Living Literature series by W. W. Theisen and Guy L. Bond. The books for grades 3, 4, and 5 are *Fun With Story Friends*, *Journeys In Storyland*, and *Story Friends On Parade*, respectively.

All the beauty and wonder of imaginative writing, so often overlooked in our age, has been gathered into this series. Legends and folk-tales, stories and poems have been included, abridged and simplified where necessary, but with the original literary quality unimpaired.

The interesting selections have been chosen from the works of some of the world's most distinguished writers, among them Swift, Hawthorne, Longfellow, Mark Twain, Lewis Carroll, Rachel Field, and Johanna Spyri.

These 3 books and a 4th, *Story Treasures*, still in preparation, are designed as supplementary readers for grades 3-6, although the material in each does not strictly limit it to the grade for which it is intended. Each book is organized into units, however, the themes of which are consistent with those commonly found in standard basal readers for the same grade.

The emphasis in the whole series is upon reading as a pleasurable adventure. The selections have been chosen to delight the fancy of the child so that he will develop an enjoyment of imaginative literature as well as the realistic and factual material which comprises most of his usual school reading.

* * *

The Modern Tool For Teaching, an address by Eric Johnston, president, Motion Picture Association, 1600 Eye Street, NW, Washington 6, DC, is a 7-page mimeograph leaflet, available gratis to California teachers. This noteworthy speech, concerning the motion-picture, was delivered nationally over ABC network.

* * *

BIOLOGY AND THE ZOO

Winifred E. King, instructor in biology, Grossmont Union High School (Lewis F. Smith, principal), San Diego County, wrote an excellent paper, *A Biology Teacher Looks at the Zoo*, published recently in the monthly periodical of Zoological Society of San Diego. She states her appreciation "of the San Diego Zoo and what it is doing for the children and young people of the county."

"To those who are in a position to make use of its facilities, and are also willing to

make the effort involved, it is a storehouse of interest and information and a means of presenting Biology in a far more vital and gripping way than can possibly be done merely by the use of books and charts. I have taken many groups to the Zoo. . . ."

* * *

AURAL RE-EDUCATION

A VALUABLE addition to the growing literature in the field of the acoustically-handicapped has been published by Coordinating Council of Societies for the Hard of Hearing.

A booklet, entitled "Aural Re-education: Psychological and Therapeutic Aspects," contains three articles. A psychologist, B. V. Morkovin, research professor at University of Southern California; an otologist, Joseph M. Kinkade, and a hearing-conservation specialist, Donald R. Caziarc, formerly at Hoff Hospital, now of the State Department of Health, contribute the text, which has been edited by Mrs. Mary Rogers Miller.

The booklet has 43 pages, with bibliography, and is addressed to doctors, teachers, parents and research workers in the field of acoustic impairment. It is a definite attempt to bring together the medical, social and psychological points of view.

The overall approach to the baffling problems of hearing impairment is absolutely essential if complete rehabilitation is to be achieved. Personality problems are often more handicapping than the physical loss of hearing, and these must be understood and taken into consideration in

attempting to solve the problems of the hard-of-hearing.

Teachers and parents of hard-of-hearing children get real help from the case histories cited, and doctors and rehabilitation officers get a broader view of the whole situation from a study of this material.

Price of the booklet is 75 cents a copy. Address and make checks payable to Mrs. Mary Rogers Miller, 1209 Crenshaw Boulevard, Los Angeles 6, California.

* * *

State Forestry Activities is a beautifully printed 64-page brochure, profusely illustrated, and reporting on the activities of California State Division of Forestry. A copy may be obtained by addressing DeWitt Nelson, State Forester, Sacramento.

* * *

Gregg Publishing Company, 270 Madison Avenue, New York 16, NY, has issued an illustrated, 28-page leaflet on *Retailing As A Career*; price 20c. By Richert and Humphrey, with chart and bibliography, this is a helpful booklet for occupational guidance.

The Consumer's Economic Life, also published by Gregg, is by Jessie Graham, supervisor of business education, Los Angeles Public Schools, and Lloyd L. Jones, Gregg director of research. This important high school text of 570 pages, illustrated, is a well-balanced representation of the interests of business and the consumer. There are 34 units subdivided into 80 sections; price \$1.92.

HORACE MANN SESQUICENTENNIAL

HORACE Mann Sesquicentennial is being observed throughout the schools and communities of the nation. The observance, which began on May 4, 1946, continues through May 4, 1947.

Horace Mann, born on a farm near Franklin, Massachusetts, May 4, 1796, more than any other one man is responsible for the nationwide spread of Free Public Schools throughout our country.

The Sesquicentennial is sponsored by NEA and Horace Mann League. Dr. Lloyd N. Morrisett, professor of education, University of California, Los Angeles, is member of the League Board of Directors.

NEA has 3 helpful leaflets for use in connection with the observance:

Horace Mann, Father of the American System of Free Public Schools. PGL 90.
Selections from Horace Mann. PGL 28.

Horace Mann: Letter to Young Americans. PGL 61.

PGL leaflets are one cent each in quantities of 25 or more copies; no order accepted for less than 25 cents; cash with orders for \$1 or less. Copies of Teacher Preparation Letter No. 2, comprising 4 pages devoted to the anniversary, may be had from NEA free on request; 1201-16th Street NW, Washington 6, DC.

College teachers will be particularly interested in *Horace Mann at Antioch*, a book which gives an account of man's great pioneer work in the field of higher education, including the famous Baccalaureate address. Published by NEA, \$2.

RECENT ATTORNEY-GENERAL RULINGS AND COURT DECISIONS

Contributed by Peirce Coombes
San Francisco

76 ACA 769—SCHOOL TEACHERS SENIORITY.

Smith v. Bd. Education (L. A., Bartlett)-Shinn:

Plf. was a teacher in Los Angeles Junior College when, prior to 1931, it was in a high school district. In 1931 it was placed in a junior college district, and the board established seniority alphabetically, plf. becoming 120th on the list thereby.

In 1944 he, among 74 teachers, was dismissed by reason of attendance reduction.

He sought by this mandamus proceeding to compel his reinstatement. Judgment for defts. **AFFIRMED.**

Plf. was barred by LACHES from complaining of the seniority rating he had respected for 13 years.

(2) Ed. C., declaring that the division, etc., of any school district shall not affect the CLASSIFICATION of certificated employees, does not apply to seniority ratings.

(3) Each school district is a separate legal entity; employees of one are not employees of another, even though the governing boards of both are composed of identical personnel and the districts are coterminous. Hence the junior college district did not constitute a continuation of the high school district, so as to give plf. seniority based on his employment by the latter.

(4) The board was free to adopt any convenient method for determining the order in which the teachers were employed. Its seniority

rating based on alphabetical arrangement of names did not disregard any right plf. or others had to be employed in some different order.

It is not the function of courts to exercise supervision over other departments of government in matters of administrative detail.

WE WENT HUNTING

Decision reported in 29 Advanced California, page 7, concerning school teachers, in the case of Midway School District v. Griffeath. Case is summarized in Weekly Law Digest, as follows:

Defendant school teacher, who had for 20 years rendered entirely satisfactory service, took time off for hunting without permission and under pretext of illness.

Plf., after adopting charges, sought a judgment permitting his dismissal.

Judgment for deft. **AFFIRMED.**

(District Court affirmed.)

(1) When a teacher demands a hearing on charges against him, the duty of determining their truth and sufficiency to support a dismissal is placed by Ed. A. 13529 on the superior court, whose judgment is final. The board has the administrative function of initiating the charges, filling the complaint and complying with the court's judgment—with the qualification that a judgment determining that the board may dismiss is not a direction or compulsion.

(2) On appeal from the judgment the review is not to discover whether facts exist which sustain the board's action, but whether the evidence on the court hearing supports the finding and judgment.

(3) The judgment was sustained by deft.'s long and good record and the fact of but one

violation of good conduct, which the court could rightly determine was insufficient to support a dismissal, despite deft.'s statement that he was not sorry he had gone, and under similar circumstances (not feeling well) he might do it again.

Dissenting opinion by Spence, in which Gibson and Edmonds concur.

Two rulings by Attorney General's Office are as follows:

67—SCHOOL BOARDS; REVOLVING FUNDS (46-228)—Because of the peculiar provisions of the charter of the City of San Bernardino establishing school boards for elementary and high school purposes, a common revolving fund may not be established pursuant to Ed. C. 5921.

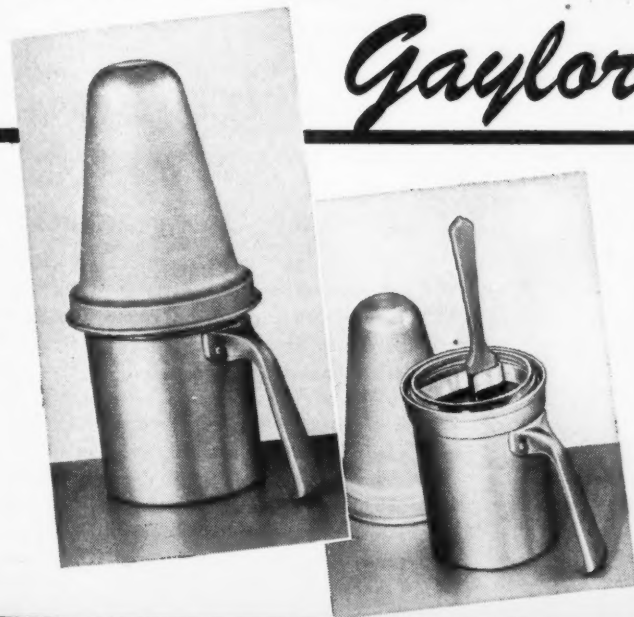
92—SCHOOLS; TEXTBOOKS (46-239)—Under Ed. C. 11151, the State Board of Education may, if it desires, adopt a combined history and geography textbook. The evaluation of the textbooks with reference to the letting of bids rests in the sound discretion of the Board of Education and the Curriculum Commission. (Continued on Page 45)

* * *

Pacific Coast Council On Intercultural Education has issued an 8-panel, illustrated bulletin, *The American Ideal*. Any California teacher interested may obtain a copy gratis by addressing the Council at Chamber of Commerce Building, room 262, Los Angeles 15. Founder and executive director of the Council is Dr. Stewart G. Cole; Burton Henry, a former California high school teacher, is assistant director.

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MILTON BRADLEY ART CONTEST

A NATION-WIDE art contest for elementary school children, to stimulate art interest in the schools and at the same time aid teachers in developing hidden talents, has begun. Over \$6000 in prizes will be given to more than 400 winners. Winning drawings will be exhibited in leading art galleries.

Believing that art expression cannot be underestimated by the teacher, Milton Bradley Company, sponsor of the contest, designed the competition to give talented

children a chance to win one of nine \$500 war bonds.

Any child from kindergarten age through the 8th grade is eligible to enter the contest in his grade division. Inexpensive wax crayons and any type paper suggested by the art instructor, not exceeding 19 x 22 inches, are all the tools necessary.

Nationally-known art editors, representing leading magazines, will decide the winners of the 9 divisions from each State.

Entry blanks may be obtained from school supply retailers or by writing the Contest Division of Milton Bradley Company, Springfield, Mass.

MORE TRUTH THAN POETRY

By Ruth H. McKinney, Teacher,
Dominguez Elementary School,
Los Angeles

THE KINDERGARTEN used to be
A heavenly, quiet place,
Where children learned to be polite
Surrounded by some space,
And quoted Nursery Rhymes,
And had their brain-machinery oiled
And in the process managed to
Get over being spoiled.

Now

We herd them,
And we organize
By spanking one or two,
A procedure, in more normal times
We didn't need to do,

But

With ours, and those from Mexico,
The South, and Middle West
(You'll forgive and understand me
If I have my little jest),
With the crowds, and poor facilities
Our School at present has,
It makes one think they might as well
Enroll in Alcatraz!

THE RAIN

THE rain; the quiet, gentle rain,
The soporific, soothing rain,
Life-giving serum from on high,
The thirsting earth no longer dry.

It's good that God found time today
To wash the dust and germs away;
Now everything is moist and green,
The lawn, the shrubs and trees are clean.

Refreshing, purifying rain,
I'm writing poetry again,
So full of it, I'm quite ignoring
The fact that now it's simply pouring!

* * *

STANDARD SCHOOL BROADCASTS

THE Story of Ballet, from formal gavottes and gigue in the royal courts to colorful leaps and pirouettes on Broadway, is the Standard School Broadcast offering during January.

The subject of Ballet, presented on the broadcasts of January 9, 16 and 23, will be the feature of the 4th period in the program's 1946-47 course in music enjoyment.

The period provides teachers with many interesting possibilities for subject-correlation. The ballet in 17th and 18th century France was a favorite form of court entertainment in which even the king and his nobles took part, so any study relating to French sovereigns and their court scenes will be helpful. Also, mythology, from which most early ballets took their subject, offers valuable correlative opportunities, especially in literature and art.

YOURS...FOR THE ASKING

A LIST OF FREE AND INEXPENSIVE CLASSROOM HELPS

HERE is a partial list of the many excellent offerings made by advertisers in the January issue.

Time will be saved by writing directly to the advertisers for the material you wish, but a coupon is provided at the bottom of this column for your convenience.

20a. Young Pilots is a 24-page booklet, patterned after the training-manual of Army Air Forces; done in the same cartoon style and, on the theory that young are intensely interested in aviation, parallels a pilot's training with instructions of an automobile driver. Available in quantities for student use. General Petroleum Corporation.

21a. Teach-O-Discs classroom recordings catalogue, a carefully selected library of great classics of English literature and dramatization of momentous events in American history. Classroom recordings for use in junior and senior high schools and upper elementary grades. Popular Science Monthly.

22a. Aviation in the Elementary Grades: activities-units developed in summer workshops for use in kindergarten and primary grades; also includes Air World Education references for elementary teachers. TWA.

23a. Time and Place Aviation for Secondary Schools: studies and working-units on Times Flies and Maps of Today; also includes Air World Education reference for secondary teachers. TWA.

24a. Nutrition Education: a handbook for the administrator suggests plans for implementing a community-school nutrition and health program. A manual for teachers contains basic nutrition information, goals for a nutrition and health education program and suggested activities-units and bibliographies for primary, intermediate and upper elementary levels. General Mills.

26a. Catalog of Color Slides: a series of 2 x 2-inch color-slides, including such subjects as farming, fruit trees, baby pets, circus, zoo. Series are made up of 20 to 80 slides, accompanied by study-guides. Munday & Collins.

76. Quiz on Railroads and Railroadng, dedicated to the curiosity of the American people, has been extensively revised and somewhat enlarged. The new edition contains 450 questions and answers and has new illustrations throughout. Association of American Railroads.

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FACULTY RETREAT

A UNIQUE FACULTY CONFERENCE AT ASILOMAR

By J. Paul Leonard, President, San Francisco State College

THE faculty of San Francisco State College is revising its entire curriculum so it may more nearly meet the needs of the students. Attention is given to revision of all the professional programs, but major consideration is given first to designing a program of General Education for all students.

Realizing the difficulties of doing this job with the pressure of classes and other activities, the faculty decided to go away from the campus for 3 days and sit together as a total faculty to discuss what the program of General Education should be.

Previously to the conference a faculty committee had studied for 9 months the General Education programs in a number of colleges throughout the country. As a result of this study the committee proposed for consideration the basic philosophy that should underlie the General Education program for San Francisco State College. These reports were circulated to the faculty and one general faculty meeting discussed the report. The men's faculty organization also devoted one of its monthly meetings to a discussion of General Education. Each department held several meetings to discuss the report.

After these discussions a "retreat" was held November 14-17 by the entire faculty; 120 people went to Asilomar, near Pacific Grove. These conference grounds provide complete facilities for lodging and discussion.

Roy Simpson Speaks

The program opened on Thursday evening with a dinner. The opening address was given by Roy E. Simpson, State Director of Education. He was followed by Dr. Boyd McCandless, a psychology professor at the college, who gave the results of a study of the characteristics of the Student Body. Third speaker was Dr. Malcolm MacLean of University of California at Los Angeles.

On Friday morning, the entire faculty again met and Dr. McLean spoke on the type of a General Education program appropriate for San Francisco State College. The faculty then conducted a general discussion under his leadership. In the afternoon the 7 divisions of the college met separately to discuss the basic pro-

posals which Dr. McLean had presented.

On Saturday morning the total faculty again met to hear reports of departmental chairmen and to discover the unity and variations in thinking that had developed.

The faculty met by departments again on Saturday afternoon to clarify their thinking further and to discover what each department had to contribute to a program of General Education.

On Sunday morning the faculty again met as a total group to unify their thinking and to make decisions as to steps to be followed in developing the program at the college.

Interspersed throughout the meetings were many musical numbers by faculty

New Horizons in Teaching

Suggestions we hope you will find interesting and helpful



For teachers seeking to prevent or correct children's stuttering

It is now generally held by specialists in speech psychology that much youthful non-fluency is completely normal and evidences little more than an inexperienced groping for words. Since "true" stuttering may come later — induced by self-consciousness of speech — one of the most effective preventive or corrective measures recommended is to build up the speaker's confidence by showing an unemotional acceptance of his non-fluency.

Speech specialists also speak of the importance of timing the necessary correction of pronun-

ciation or grammar errors. Correction can be less frustrating, they believe, and also less damaging to self-confidence, when held off until after the child has expressed his complete thought. By instructing him then in the light of differences between his and your speech — rather than of his failures — you may avoid subsequent self-consciousness on his part and the speech defects that may result.

This information comes from Mr. Stanley Ainsworth, Supervisor of Speech Correction at Indiana State Teachers College.

We hope the foregoing is helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.



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members of the music department. The two evenings were devoted to recreation.

THE conference was eminently successful. It developed better understanding on the part of the faculty members, and served to bring about basic agreements upon which the faculty are now proceeding to develop a unified program of General Education.

* * *

American Association for Health, Physical Education and Recreation to hold Convention in Seattle

UPWARDS of 2,000 members of American Association for Health, Physical Education and Recreation are expected to convene in Seattle April 21-26.

American Association for Health, Physical Education and Recreation is member of National Education Association. The Northwest Section of AAHPER is sponsoring the convention.

Almost all convention meetings are scheduled for Olympic Hotel, which will be convention headquarters. This centralizes convention activities and makes for an ideal set-up.

Some of the convention meetings are expected to attract large crowds; hence they are being held at the Civic Auditorium.

A. C. Pelton of Seattle, convention manager, reports that room reservations will not be a problem. Pelton's hotel committee has an office at 810 Dexter Avenue, Seattle, and welcomes correspondence.

The April 24 recreation program will be a highlight of the convention. The steam-

ship *Princess Victoria* has been chartered for a cruise through San Juan Islands to Victoria. Visitors will have several hours in British Columbia. Dinner will be held in the Empress Hotel, and the convention party will return to Seattle by midnight.

* * *

ONE WORLD

Dorothy Vena Johnson, Carver Junior High School, Los Angeles

THE world should be harmonious
Like threads that weave a Persian shawl,
Enmeshed with intricate design
And having neither lord nor thrall.
A simple matter this would be
If everybody's heart were free.



Across the street from the CTA Southern Section headquarters building a new hotel to be constructed by Hotels Statler Company in Los Angeles will cost about \$14,000,000, be 13 stories, and have 1,400 guest rooms.

"California" in architecture, it will make full use of such popular Pacific Coast features as open planning, patios and terraces.

Along the lines of the Statler's Washington hotel, it will be even more advanced in planning and design. Special attention has been given to conventions, as well as smaller meetings. Three rooms, that can be thrown together, on the Ballroom floor will seat 1,287, 746 and 416, respectively.

A 400-car garage below ground level, will have entrance through the hotel, with its own lobby. Construction will be started as soon as feasible, with completion estimated at 18 months thereafter.

Plate courtesy of The National Architect magazine, Detroit; Talmage C. Hughes, editor.

Exchange Teacher... Scotland

Eileen Woodburn, Teacher, Luther Burbank Junior High School, Los Angeles*

BEING an exchange teacher is proving a fascinating adventure. Fundamental teaching problems are quite universal and teaching in Scotland has many of the same difficulties and rewards as teaching in America.

The most valuable part of the exchange is coming from personal contacts with people, boys and girls, men and women, in a setting and in a land that varies so greatly from California as does Scotland.

My welcome has been cordial and sincere. Everywhere I have found friendliness and regard for America. There are sly jokes about us, of course, about our extravagant dress and informal manners. As one Scottish friend tactfully put it, "Americans aren't famous for their inferiority complexes."

My headmaster (principal to Californians) praised me highly as, "A rare example — a modest American."

I need only to ask a conductor where to get off for a certain street, and everyone near is eager to show me. I find my American accent an excuse for almost any kind of ignorance.

My first term of teaching is with 10-year-olds. Later I expect to have secondary pupils, and only then will I be able to compare progress, achievement, and methods with any degree of efficiency. A secondary teacher in Los Angeles, I have no basis to compare the elementary education (called primary here) of Edinburgh and Los Angeles.

I have found that pupils read aloud very well indeed, with

careful enunciation and apparent understanding. Reading is started with the 5-year-olds in the "infants department." Writing is taught with meticulous attention to detail and the children pro-

duce writing that at its best resembles engraving and at its worst is labored and slow.

Adult writing seems to bear little resemblance to the beautifully-formed letters of the classroom. Somewhere along the line beauty and perfection are lost in the speed necessary for adequate written expression. Children,



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Five new series of Teach-O-Filmstrips, now ready, will reinforce your instructional methods by vitalizing the learning experience.

Primary Grades Social Studies Series—COMMUNITY HELPERS

This series shows the activities of firemen, policemen, communication workers, transportation workers (2 Teach-O-Filmstrips), and storekeepers. Each of the six, bl. & wh., 35 mm. Filmstrips in this series is approx. 40 frames in length. Price of the Series, \$18.00. Each Teach-O-Filmstrip, \$3.00.

Primary Grades Arithmetic Series—PRIMARY ARITHMETIC

This series teaches a basic understanding of numbers and their use. It presents a partial coverage of the material studied in the first three grades. Each of the six, bl. & wh., 35 mm. Filmstrips in this series is approx. 40 frames in length. Price of the Series, \$18.00. Each Teach-O-Filmstrip, \$3.00.

Middle Grades American History Series

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This series teaches the history of: (1) The Introduction—The Age of Discovery; (2) The Story of the Vikings; (3) How Columbus Discovered America; (4) Cortez Conquers Mexico; (5) The Golden Age of Spanish Discovery; (6) The English Sea Dogs; (7) The Founders of New France; (8) How Our Country Was Discovered and Explored—Summary and Review. Each of the eight, bl. & wh., 35 mm. Filmstrips is approx. 40 frames in length. Price of the Series, \$24.00. Each Teach-O-Filmstrip, \$3.00.

Junior High School Health Education Series—FOODS AND NUTRITION

A series for classes in Health Education, General Science, Consumer Education, and Home Economics. This series teaches a basic understanding of selection of foods, balanced diets, consumer problems in purchasing foods, and other food aspects. Each of the five 35 mm. Filmstrips, in color is approx. 40 frames in length. Price of the series, \$25.00. Each Teach-O-Filmstrip, \$5.00.

Junior and Senior High School English Literature Series

—A TALE OF TWO CITIES

The three, bl. & wh., 35 mm. Filmstrips in this series contain the most important stills from the M-G-M picture, "A Tale of Two Cities"—Part I, "Plot Study," a summary of the story; Part II, "Character Study"; and Part III, "Historical Background." Price of the Series \$7.50. Each Teach-O-Filmstrip \$2.50.

A FREE functional Teaching Guide is now being prepared for each of these series of Filmstrips.



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* This was written by Miss Eileen Woodburn, who has taught at Luther Burbank Junior High School, Los Angeles, for a number of years, but is now exchanged with Miss Eleanor Atkinson of Scotland.

too, often have one handwriting for a written lesson like spelling and quite another for their handwriting lesson.

History is taught with its main emphasis upon Scottish history. Geography is Scottish, British, Continental, and world in descending order of emphasis. The war has familiarized the children with places that to Americans are frequently only names on a map. "Please, Miss, my father was there," is a frequent remark as distant places are studied.

RELIGIOUS INSTRUCTION

Three features of school life very important here are lacking at home. One is religious instruction; every school day begins with The Lord's Prayer and 30 minutes of Bible stories and memory work.

Another is His Majesty's Inspectors, officials who visit classes, examine the children's work and progress, and point out deficiencies, if any. So far, I have not yet been "inspected," but I have been amused to watch the children examine unexplained visitors and wonder if these are the inspectors. The teachers call the inspectors HMI.

A third feature not found in Los Angeles schools is the great emphasis placed upon examinations. Each student's grades are based quite largely upon the term examinations. The qualifying examination given to each pupil as he leaves the primary school plays a very large role in the placement of the pupil in his secondary school. And the "leaving certificate" (roughly parallel to our high school diploma) is given upon the successful completion of very thorough examinations. Examinations are very important hurdles in each pupil's school life.

Scottish children are very polite and what "the teacher" says carries great weight. Children's

replies always begin, "Yes, Miss," "No, Miss," or "Please, Miss." After 13 weeks of teaching here, I have yet to witness anything approaching insolence or impertinence. Children may whisper in class, chew gum (and gum takes ration-points, too), nibble on apples, or read comic books (they sound very like American children, don't they?), but they are not insolent and they do not "talk back." They are amused when I say schedule rather than shedule, or leave a "u" out of honour, but these are jokes we share.

Corporal punishment, or a "strapping" as the children call it, is not so fierce as it sounds. This is administered only on the hand and must not cause damage. A teacher is liable for assault just as anyone else might be. The respect for the teacher is inspired by honor for position rather than by physical force.

THE SCHOOL TERM

The school term in Edinburgh began August 20, 1946, and runs until July 4, 1947. During that period we have 2 weeks holidays (they never say vacation here) at Christmas and 2 weeks at Easter. There are 5 other days of holiday scattered through the year. The summer holiday is only 7 weeks long. My school day begins at 9 o'clock and ends at 3:35, with an hour for lunch, a 10-minute interval in the morning and a shorter one in the afternoon.

Classrooms are cool, even with central heating. The school room has 55° marked "Temperate" and on the rare occasions when a bright sun has warmed the room to 70° the children were obviously uncomfortably warm.

Two mornings a week the teacher collects money, once for "bank money," a national war-savings scheme, and once for

school dinners. School dinners are about 10c per day. Every morning every child who wants it is given a half-pint of milk free of cost, although milk for home use is still strictly rationed and sometimes not even available, according to indignant letters written in to the editors.

Air-raid shelters are still up (or shall one say down?) in the playground, mute evidence of grim days behind.

CLASSROOM EQUIPMENT

The classroom is equipped with movable, one-piece desks, a table for the teacher and a roller-type blackboard. The paper shortage is still acute. Children do their writing and arithmetic in small jotters, like composition books, and use slates very much as we would use scratch-paper for practice work.

This year 74 exchanges were arranged, mainly from east of the Mississippi, to Britain. Ten went to Scotland, 2 to Wales, and the remainder to England. Next year about 250 are expected to be exchanged. Each teacher pays his own expenses and receives his own salary. Authorities here are very much in favor of the exchange and are anxious to make it as beneficial to all as possible. They are considerate in details that help to make a stranger feel acquainted and at home.

We came with specific instructions that we were "unofficial ambassadors" to represent and make friends for the American people. I have found that America already has many friends here.

* * *

How Can We Teach About Sex? by Gruenberg, is Public Affairs Pamphlet No. 122, one of the large, internationally-known and used series issued by Public Affairs Committee, 22 East 38th Street, New York 16, N. Y.; price 10c. Teachers interested in these valuable, authoritative, and up-to-date pamphlets may obtain a complete list by addressing the Committee.

INTERCULTURAL EDUCATION

WILLIAM Jack Stone is director of intercultural education in San Diego City Schools, which has launched a system-wide program of intercultural education, financed for a 3-year period by Columbia Foundation. Consultant service is supplied by Pacific Coast Council on Intercultural Education.

Lorraine Van Lowe, one of a group of 5 key school-people from San Diego who participated in a 6-week intercultural workshop held at USC under sponsorship of the Council, wrote an account of the project, published in a recent issue of SDTA bulletin.

San Diego is the only city on the Pacific Coast that has inaugurated such a large-scale project as this, which is comparable to the programs in Springfield, Massachusetts; Philadelphia, and Detroit.

Its purpose is to provide learning experiences which will develop in every pupil a due regard for his own cultural background, a respect and appreciation for the members of other culture groups, and a common loyalty toward American democratic ideals.

This work involves in-service study, by all staff members, of the multi-culture nature of the San Diego community, the background factors involved in intergroup relations, and the instructional techniques appropriate to the development of good human relationships.

Attention is directed to the development of instructional materials and curriculum-units which provide for adequate coverage of intercultural themes in all subjects and levels of instruction.

* * *

PROSE AND POETRY SERIES

GRAHAM H. Beebe, 1200 Cortez Avenue, Burlingame, is California representative for L. W. Singer Company, school-book publishers, with home offices at 249 West Erie Boulevard, Syracuse 2, NY.

Among recent Singer offerings is the Prose and Poetry series, of which the 3 new intermediate readers (grades 4, 5, 6) are Sunshine Book, Blue Sky Book, and Firelight Book; all 1946 editions. There are activity books for each of the readers; and also teachers manuals, free of charge, with class adoptions.

Here is a reading program to delight the child, to stimulate his mind, and to give him the benefit of uplifting experiences through reading. Shared emotions teach the child that happiness comes from within — from kindness, tolerance, courage, and faith.

To maintain a real story-book enjoyment of the stories and poems, the study-material

is presented in a separate book — questions designed to improve reading skills, to help the child to think clearly and to retain what he has learned from the selections.

The art appreciation sections are a special feature of the books. There are 8 full-color reproductions of masterpiece paintings, especially chosen for their interest for children. Even a child can understand the beauty and dignity of great works of art as they are presented in these attractive books.

* * *

Home-Study Blue-Book (11th edition) and directory of private home-study schools and courses, approved by National Home Study Council, may be obtained by addressing the council at Washington 6, DC. Dr. J. S. Noffsinger is director of the council.

* * *

Simmel-Meservey, producers and distributors of educational films and records, have moved to a new, modern building at 321 South Beverly Drive, Beverly Hills. The move was necessitated by a substantial increase in volume on educational films and records. General manager of the growing firm is Louis C. Simmel.

FIGHT Join the
INFANTILE **MARCH**
PARALYSIS **OF**
JANUARY 15-30
THE NATIONAL FOUNDATION FOR INFANTILE PARALYSIS

MARCH OF DIMES

March of Dimes Observance, January 15-30, will raise funds for the national battle against infantile paralysis. Teachers may obtain leaflets and bulletins from National Foundation for Infantile Paralysis, 120 Broadway, New York 5, N.Y. Among the many titles are 3 of special interest: 1. Poliomyelitis — a source-book for high school students; 2. Teachers Guide, in use of above; 3. Annual Report, 1946.

* * *

Dramatists Alliance of Stanford University offers 4 awards in dramatic writing in the 12th annual competitions. Final date of this season's competitions is February 15, 1947; address communications and inquiries for registration forms to Dramatists Alliance, Box 200 Z, Stanford University, California.

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One World in the Making is in three parts: (1) basic information on UN; (2) official text of the Charter with explanations; (3) questions and reference material.

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California School Districts and Teachers

By Roy W. Cloud

THE Research Department of California Teachers Association has assembled the following facts concerning school districts and teachers of California. This information covers the year ending June 30, 1946. Following are the numbers of school districts according to this report:

Elementary Districts	2,149
City Districts	86
Union High School Districts	239
Junior College Districts	22

This makes a total of 2,496 active school districts.

The number of full-time teachers employed is as follows:

Kindergarten	1,452
Elementary	26,975
High School	16,812
Junior College	1,008

Total number of full-time teachers employed on June 30, 1946, in the schools of California, 46,247.

Of this number there were 6,344 who held emergency elementary credentials, 2,307 who were teaching on high school emergency credentials, and 19 junior college teachers who held emergency credentials.

More than 17,000 of the teachers received salaries below \$2400 per year.

Orange County Schools is an attractive, illustrated bulletin, now in its 2nd volume, and containing news, views, and information for teachers, administrators, and other officials of the schools of Orange County.

Linton T. Simmons is county superintendent; Warren O. Mendenhall is head of the editorial staff of this excellent county periodical.

A New Science Reader —

FISH AND FISHING

By HARRINGTON WELLS

Author of "Seashore Life"

Contents:

Unit I: WHY FISH ARE IMPORTANT TO MAN

Unit II: HOW FISH LIVE

Unit III: STRANGE FISHES

Unit IV: FISHES, CRUSTACEANS, AND MOLLUSKS CAUGHT FOR FUN OR FOR FOOD

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Invited in 9th Annual Scholastic Creative Music Awards

WIDER opportunities for young composers are offered this year in 9th annual renewal of Scholastic Creative Music Awards. Special awards are for compositions for band and orchestra and a high school song.

Decision to add the special awards is announced jointly by William D. Boutwell, director, Scholastic Awards, and Dr. Helen G. Baker, chairman of the committee on creative music of Music Educators National Conference.

Scholastic Magazines sponsors the awards with the cooperation of Music Educators National Conference.

A total of \$450 in prizes and 27 honorable mentions will be presented to 1947 Award winners. Compositions are invited in the following 9 classifications:

1. Song for solo voice.
2. Part-song for quartet or chorus with piano accompaniment.
3. Part-song for quartet or chorus without piano accompaniment.
4. High School song.
5. Piano solo.
6. Composition for solo instrument with piano accompaniment.
7. Composition for not more than six instruments.
8. Composition for orchestra, more than six pieces.
9. Composition for band.

Awards for each classification will be: 1st, \$25; 2nd, \$15; 3rd, \$10; three honorable mentions.

Awards for the 4 instrumental classifications are sponsored by band instrument division of C. G. Conn, Elkhart, Indiana.

Rules for the awards are contained in a booklet distributed to 12,000 music educators; additional copies may be secured on request to Scholastic Awards, 220 East 42nd Street, New York 17, NY.

All compositions entered must reach the Scholastic Awards office by March 24, 1947.

* * *

General Mills, 400 Second Avenue South, Minneapolis 7, Minnesota, issues many bulletins, handbooks, colored wall-charts, readers, and other helpful materials, for free distribution to teachers and schools in connection with nutrition and health education. For an annotated guide-list of these many valuable materials address Paul S. Amidon, consultant in charge of educational services, Department of Public Services, at the above address.

IN MEMORIAM

California School People Recently Deceased

*A Beautiful Tribute to Tillie Kruger, Plumas
County Superintendent of Schools*

WHEREAS, the Almighty Father, in His great and sublime wisdom, has seen fit to call our leader and co-worker, Tillie Naomi Kruger, into His Heavenly keeping, we do sorrowfully record her passing on November 11, 1946. We extend our heartfelt sympathy to members of her family.

For many years Miss Kruger had been actively interested in the educational welfare of Plumas County children. Her rare sense of human values and needs of children peculiarly fitted her for the service she rendered as Superintendent of Schools—a service marked by wisdom, kindness, intellect, and unswerving devotion to the cause of education. Her personal charm will long be remembered by all with whom she came in contact, both young and old.

The field of education, through the passing of Miss Kruger, has lost a loyal and sincere leader.

Therefore, be it resolved that we, the Plumas County Board of Education, meeting in regular session, on this 16th day of November, 1946, do order that a copy of this resolution of sympathy and appreciation be spread on the minutes of the meeting and copies be sent to members of her family, Sierra Educational News, and each of the Plumas County newspapers.

Plumas County Board of Education—Mary E. Dunn, President; Mabel M. Edwards, Secretary; Blanche M. Harris, Grant B. Youngs, Eva Coyot.

* * *

WE who have worked with her found Miss Kruger an untiring worker in the interests of education and always active in community welfare.

She was competent, fair and unafraid to take a stand on what she considered right. She was possessed of a rare sense of humor and a quick intelligence, which made her eternally young.

She was an interesting speaker, who could enliven the most commonplace meetings, and she was in demand at many public gatherings.

Miss Kruger knew perhaps more of Plumas County pioneer history than any other person. She was interested in the Indian lore of this region and, at the time of her death, was completing a volume of Indian legends.

We know that a truly great person has been taken from us, and we shall long miss her dignity and poise and her zest for life, as well as her deep concern over the problems of the human beings about her.—Mayme Brother, Quincy; Supervisor of Elementary Education.

Wilma Gladys Cheatham, supervisor, Contra Costa County, who recently died, was the subject of a beautiful memorial tribute in the November issue of Contra Costa County School Bulletin, B. O. Wilson, county superintendent.

Twenty years ago Miss Cheatham, then a graduate of San Jose Teachers College, with an AB from the State University at Berkeley and about 8 years of previous experience, came as vice-principal to the intermediate school at Antioch. She later became principal of that school and then principal of both the intermediate and the junior high schools.

She attended summer sessions at University of Southern California and Teachers College at Columbia, and from the latter received the MA degree in 1935.

Ten years ago she accepted the invitation to a position in the office of the Contra Costa County Superintendent of Schools, where she assumed responsibility for many activities, such as editorship of the bulletin, placing of teachers, charge of the reference library, and many others. During the last year or two she again took over some of the work of supervision in the field. When no suitable text was available for intermediate grades on the history of the county, she wrote and published one.

Margaret Olden Van Voorhees, who died November 7, will long be remembered by those throughout the State who knew her as a woman whose service, aid, and inspiration were invaluable. She had been with the San Diego County Schools since 1924, and was known as a truly great woman with a rare gift—love for humanity, in whose service she spent a great part of her life.

"Miss Van," as she was known to the teachers and students alike throughout the county, spent much of her personal time in building recreational activities which benefited rural schools immensely. Prior to her appointment in 1943 as elementary coordinator, she was supervisor of physical education, and developed a program which was rated by the State Department of Education as outstanding.

As supervisor of physical education, she was instrumental in the development of school playgrounds in the rural areas of the county, and stressed the need for a variety of activities in the physical education program. The children in the rural schools will long be using the cement tennis and badminton courts, the basketball and volley-ball facilities, the softball courts, and the other playground equipment made available to them through the work of "Miss Van."

A bibliography of folk dances, games, and singing games for correlation with the social studies was compiled by Miss Van Voorhees, and has been used extensively throughout the



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State in the elementary schools. She also helped direct a film, *Health in a One-Room School*, which is in use today as a part of the audio-visual education program in the county.

Known throughout California for her county program in physical education, curriculum coordination, and adult recreation, Miss Van Voorhees was twice president of San Diego City and County Physical Education, Health and Recreation Association. She was a member of American Association of University Women, and California and National Education Associations. She served as president of California Supervisors Association Southern Section, and for many years was San Diego City and County representative on the Supervisors Executive Committee Southern Section.

Miss Van Voorhees was this year's chairman of Junior Red Cross Committee for San Diego County, a position which she held for many years. She also was a past chairman of the school lunch committee of the Nutrition for Defense Group of San Diego.

Born in St. Louis, Missouri, Miss Van Voorhees received her professional training at Boston School of Physical Education, and her BA from San Diego State College. She did graduate work at University of California, Berkeley, and at Claremont College.

* * *

Glenn D. Willaman

Glenn D. Willaman, for more than 25 years State Secretary of California Real Estate Association, died suddenly December 3, 1946. He also was editor of *California Real Estate Magazine*; in 1944 he was elected Honorary President of CREA.

Over 500 friends and fellow-workers attended his Masonic funeral services December 7, Forest Lawn Memorial Park, Glendale. In connection with legislative matters, Mr. Willaman and Roy W. Cloud had many conferences on mutual problems, and a warm friendship ensued.

* * *

LEVEL OR LIFT?

By W. J. Sanders, Los Angeles

SOME heav'n-born aristocracies

The horizontal line lays low;

Nobilities of soul are these

Democracy must not let go.

A line upright divides the crude

From those who are of finer grain;

The widening line of latitude

Makes men and minds of common strain.

The upright line of rectitude

Is needed to complete the square;

The vertical points up to God

And lifts the soul to heights in prayer.

Ambition, aspiration, pride

In what is good and what is fine

Imply a line that will divide

The low, the mean, from the sublime.

A LETTER ON THE ATOMIC BOMB

CLAREMONT UNIFIED SCHOOL DISTRICT
 Earl Thompson, District Superintendent
 Junior-Senior High School Principal
 Claremont, California

NOTE TO EDITOR. Could you print all or a part of this letter, that we might get concerted action from our faculties to let our Congressmen know our stand?

Sierra Educational News
 660 Market Street
 San Francisco 4, California

Dear Sirs:

THE last faculty meeting at Claremont High School was dedicated to the study of our Nation's policies concerning the Atomic Bomb.

As a group our faculty feels that immediate and decisive action is necessary if our country is to control atomic energy until such time as it can be put under adequate international control.

Consequently we have sent letters to our Congressmen urging the adoption of the Baruch Plan as one whereby we may gain greater security through international control of atomic energy.

Therefore we would recommend that other faculty groups devote some time to the study of this important matter and that they take prompt measures to promote proper and effective action by our governmental representatives.

Sincerely yours,
Thomas Sisto, Secretary
 Faculty, Claremont High School

* * *

ESSAY CONTEST ON AMERICANISM

AMERICA'S Contribution For a Permanent Peace is the subject of an essay contest sponsored by American Legion Auxiliary and open to junior and senior high school students.

Prizes will be 52 sets of the new 1947 edition of *World Book Encyclopedia*, one for a winner of each Legion department, donated by the publishers for the 7th successive year. In addition to a set of the *World Book*, the author of the essay judged to be the best of all essays submitted will receive a cash award of \$100.

Colorful posters announcing conditions of the contest may be obtained without charge, for bulletin-boards in libraries and schoolrooms. A reading-list, prepared by trained librarians of Quarrie Reference Library, may be had on request as an aid for young people entering the contest.

Address inquiries to Reference Library, *World Book Encyclopedia*, Quarrie Corporation, 35 East Wacker Drive, Chicago 1, Illinois.

Who's Who In America, with offices at Marquis Publications Building, Chicago 11, Illinois, announces its Fiftieth Anniversary Issue, 1948-49; the 25th Biennial Volume and the second of two special semi-centennial issuances. This great work is indispensable in any reference library; it will be published early in 1948.

SOCIALIZED DISCIPLINE

Herbert Sturges, Cibecue Day School, Cibecue, Arizona*

IN Miss Hill's room the 4th grade pupils make about as much trouble as the 5th and 6th grades together. These stories illustrate some of her problems, and her experiments in socialized discipline:

1. Geoffrey is very lazy. Miss Hill tried hard to get him to work, but he still did nothing most of the time. One day she had an idea. She took him into the cloak-room with some 6th grade boys, Mosiah, Leander, and Wallace.

"Boys," she said, "I want you to talk to Geoffrey, and tell him he must work." So the boys each talked to him. Afterwards he worked better. Sometimes she has the big boys talk to him again.

2. One day Sherman threw a small stone at a girl. Miss Hill asked the junior high teacher to let her have some 7th and 8th grade boys, Levi, Amos, and Augustine. They talked very earnestly to Sherman, and he promised not to do it again. Miss Hill thinks this will also strengthen the big boys standards.

3. One morning Dorothy was lazy and playful. After lunch Miss Hill took her into the cloak-room with three big girls, Viola, Amelia, and Elsie, and asked them to tell Dorothy she must always work in school. They talked seriously to her, and the results so far are good.

Another day the same girls were asked to talk to Dorinda about laughing out loud in school. They did so, and Dorinda seemed to be impressed. Miss Hill thinks the treatment will have to be repeated, as Dorinda still has difficulty in modulating her amusement.

4. When Jerry drew a naughty picture in his copy-book, Miss Hill again asked to borrow Amos and Augustine from the Junior High room. She suggested certain thoughts for them to present to Jerry. Leander and Mosiah joined Amos and Augustine in talking strongly to Jerry. He seemed very much ashamed.

Miss Hill is hopeful that good is done by getting the help of the older children in correcting the younger ones.

* Mr. Sturges formerly taught in Southern California.

CTA HONOR SCHOOLS 100% Enrollments for 1947

SOUTHERN SECTION

Imperial County: Calexico — Dool; El Centro — Harding, McKinley, Washington and Wilson; Fort Yuma; Holtville — high and elementary; Niland; Pine union.

Inyo County: Bishop union high; County Superintendent's Office.

Los Angeles County: Artesia — Clifton, Primary and Pioneer; Azusa; Carmenita; Castaic; Claremont — high and elementary; Covina — grammar and Lark Ellen; Downey elementary; Duarte; East Whittier; Wm. S. Hart union high; Hawthorne — Fifth Street and Williams Street; Hermosa Beach — Prospect and South; Inglewood — Kelso and Oak Street; Jefferson — Whelan; Lawndale — South; Leona; Lowell Joint; Manhattan Beach — Center; Newhall; Old River; Perry; Pomona — High school, Emerson junior high, Alcott, Hamilton, Kauffman, Lincoln, Roosevelt, San Antonio, Washington, Administration: Redondo Beach elementary schools; San Gabriel — Lincoln, McKinley and Wilson; Saugus; South Pasadena — Administration, El Centro, Lincoln and Oneonta; Spadra; Walnut; Westside union. Los Angeles City — Andrew Jackson high.

Orange County: Anaheim — Union high, Broadway and Fremont; Brea — Laurel; Diamond; Fullerton elementary; Garden Grove — high and elementary; Katella; La Habra — Wilson; Magnolia — No. 1 and No. 2; Newport Beach elementary; Olinda; Orange — Maple; San Joaquin; San Juan; Seal Beach.

Riverside County: Alamos; Antelope; Beaumont — Palm; Corona — Junior high, Jefferson, Lincoln, Norco and Washington; Cottonwood; Desert — Cathedral City, Desert Hot Springs and Frances Stevens; Eastvale; Edom; Glen Avon; Hamilton; Hyatt; Idyllwild; Menifee; Moreno; Nuevo; Val Verde; West Riverside; Wildomar.

Riverside City — Bryant, Fremont, Grant, Independiente, Lincoln, Lowell, Magnolia, Palm, Administration.

San Bernardino County: Colton — Garfield, Grant, Roosevelt and Washington; Cram; Cucamonga; Greenleaf; Mill; Mission; Redlands — Union high, Crafton, Franklin, Kingsbury, Lincoln, Lugonia and McKinley; San Bernardino City — Cajon; Upland — Elementary, 18th Street and Sierra Vista.

San Diego County: Bear Valley; Bonsall union; Campo; Carlsbad; Chula Vista elementary; Chula Vista junior high; Clover Flat; Coronado — Elementary and Glorietta; De Luz; Fallbrook union; Hipass; Lakeside

A QUESTION-BOX REPORT ON

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By JOHN R. CLARK and others



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In building rules and generalizations, a wide variety of experiences, visual aids, and challenges to discovery are provided to make easy and meaningful the transition from the concrete to the abstract.

Is the sequential nature of the number system recognized?

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Santa Barbara County: Goleta union; Hillside House; Hope; Lompoc — Union high and elementary; Santa Maria — Cook Street, Cypress Street, El Camino, Fairlawn, Main and Orange Street; Summerland.

Ventura County: Avenue; Conejo; Mesa union; Mill; Montalvo; Moorpark; Mound; Oliveland; Oxnard — Drifill, Haydock,

Roosevelt; San Buena Ventura — Lincoln, Rogers, Washington; Santa Paula — Isbell and Webster; Saticoy.

Northern Section

Tehama County — Los Molinos high. Red Bluff union high.

Butte County — Chico City: All elementary schools of Chico are 100%, namely, — Bidwell, Central, Chapman, Citrus Avenue, College elementary, Linden, Oakdale, Paradise, Rosedale, Salem.

Amador County — Sutter Creek, Ione, Pioneer, Enterprise, Drytown, Carbondale, Amador City, Shenandoah. Jackson union high, Sutter Creek union high.

Glenn County — Orland joint union elementary school.

Central Section

Tulare County — Central, Cherry Avenue, Lincoln and Wilson elementary schools. — Sent in by Katherine Hamm, deputy, Tulare County Schools.

* * *

A LETTER FROM KOREA

10 December, 1946

Dear Editor:

FOR ten years prior to my induction into the Army of the United States, I was a teacher and administrator in the public schools of California.

I liked my work. I made some progress professionally. I even made a little progress monetarily, going from the stupendous salary of \$125 per month the first year to the super-colossal salary of \$2100 in 1941-42.

I was able to rent a house, nearly as good as the janitor's house. I rented it from him. I was able to make payments on an automobile, though I couldn't afford to run it much. I would like to have joined a fraternal order, but could not afford it. I bought a new suit nearly every year. I lived on a scale nearly equal to that of the janitor.

Then I was greeted by the President of our country. On Friday afternoon my school had a farewell assembly. I was presented with a shaving-kit by my teachers, a fountain pen by the students, and given a proper sendoff. On Monday, I spent the entire day in Fort MacArthur with a No. 10 can in my left hand and a spiked stick in my right, policing the area.

What a COMEDOWN! Not at all. To be sure, it was a lowly beginning, but in 5 weeks I was a Corporal teaching my fellow soldiers. In 13 weeks I was a Sergeant, teaching Corporals. In another 6 months I was a 2nd Lieutenant teaching Officer Candidates, other Lieutenants, Captains and even Colonels, not because I knew more than they, but because the Army recognized my ability to teach. In

a few months I was a First Lieutenant and teaching others how to teach.

In the early spring of '44, I was transferred to Military Government, taught to speak and understand a supposedly difficult foreign language, taught the rudiments of Military Government and the Rules of Land Warfare, handed a piece of fancy-printed paper with a red seal and a ribbon, and told that I was now a Military Government Officer.

In due time, I arrived in the Pacific, was promoted again and given the task of organizing, reorganizing, demilitarizing, and administering a school system consisting of 3 colleges, 15 secondary schools and approximately 100 primary schools. I was receiving in pay and allowances, TWICE my maximum salary as a civilian.

For 16 months I have worked at my task. During those months I have been able to deposit in savings-accounts, more each month than I earned as a civilian. Now I am offered nearly 5 times my civilian salary to return as a civilian and continue my work.

The Army feels that the responsibility of Education, even though that education is being provided for alien youngsters, is well worth the huge salary. I have been commended for my work by the Korean people, by Korean officials and by my commanding officers. I am somebody in Korea.

Why, then, should I return to California and live almost as well as the janitor, wear patched pants, and worry about being able to pay my bill at the dentist?

I don't know why either, but I wish you would tell your placement bureau that I'll be looking for a job about February. I guess I just like to teach and I guess I just like California. I'm a sucker!

Captain, Field Artillery, Army of the United States

* * *

JUNIOR ENGLISH IN ACTION

Heath and Company, some years ago, issued Junior English In Action, by Tressler and Shelmadine. So successful and popular was this series that it went through repeated editions and now appears in the 4th edition, Books 1, 2, and 3.

This well-tested series is based on the principle that every situation or pupil experience in and out of school that calls for communication and stimulates self-expression offers an opportunity for building language habits and skills.

Each book includes a handbook of grammar and usage. Book 2 includes a model for a progress graph. In Book 3 are many diagnostic and mastery tests. Prices: Book 1, \$1.32; 2, \$1.36; 3, \$1.44; California offices of D. C. Heath and Company are at 182 Second Street, San Francisco 5.

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FILMS ON BASIC BIRD STUDY

A NEW series of 6 discussional slide-films, Basic Bird Studies, produced and made available by Jam Handy Organization, is a unit of the Science Adventures group. It provides the teacher or lecturer with a comprehensive, carefully-planned foundation for the study of bird life and may be used as a part of the general science course.

This series is more than a mere group of bird photographs — it is a time-saving teaching and study-tool complete in itself and yet designed to tie in with reading materials, experiments and field trips where programs permit.

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For details, write to Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, Michigan.

* * *

ATTORNEY GENERALS OPINIONS

(Continued from Page 33)

Attorney Generals Opinions: Advance Sheets; Volume 8; Nov. 5 and Dec. 17, 1946.

146 — SCHOOLS; SALARIES (46-254) — Under a contract with a district superintendent of schools providing for a specified annual salary, with a provision that the contract may be changed by mutual consent of both parties, increase in salary would be legal where good cause exists.

162 — SCHOOL DISTRICT ANNEXATION (46-266) — When a high school district is annexed to a unified school district the elementary districts composing the high school district become a part of the unified district. An elementary school district may be annexed to a unified school district without first withdrawing from a high school district of which it is a part. When a high school district is annexed to a unified school district governed by a board of education under charter provisions the board of education becomes the governing board of the resulting district.

164 — SCHOOL DISTRICT; BUSES (46-311) — Under Ed. C. 5961 ff, providing that school districts may establish a special accumulative building fund and providing that disbursements from such a fund may be for capital outlays, moneys may be expended therefrom for the purpose of school buses.

200 — SCHOOLS; JURISDICTION (46-322) — Under the provisions of Ed. C. 10301.3 the governing board of an elementary school district which maintained seventh and eighth grade classes in 1943-1944 and 1944-1945 may continue to maintain such classes, even though it is a part of a union high school district which determines to maintain a junior high school system.

AIR AGE EDUCATION

AIR-AGE Education Research, 80 East 42nd Street, New York 17, N.Y., has issued a highly important 115-page, illustrated brochure of Proceedings and Abstracts of Speeches of World Congress on Air-Age Education, held last August at International House, New York City; price \$1. This book should be in every California large school library for the use of teachers and pupils.

Aviation Education Source-Book: subject-matter and activities drawn from Aviation, suitable for inclusion in textbooks and courses of study for elementary and junior high schools; prepared for and in cooperation with Civil Aeronautics Administration by School of Education, Stanford University.

This volume is an educational document. It is a source-book for use by educators in preparing text materials and curricular outlines for children attending elementary and junior high schools.

The book comprises 1400 pages, 8½ inches x 11 inches, with an annotated bibliography and more than 1000 photographs, maps, charts, and diagrams; price, \$8.

For a 4-page descriptive illustrated cir-

cular giving full details, address Hastings House, 67 West 44th Street, New York 18, NY.

* * *

STANFORD CALENDAR

Stanford University Press has issued its new Cap and Gown Stanford Calendar for 1947; a loose-leaf calendar, beautifully illustrated with scenes on the campus of the University and its surrounding territory.

Those interested in the University, its architecture, its study halls and its educational processes find a most interesting memorial calendar in this publication. Price, \$1; write to the Stanford University Press or to the Stanford Book Store.

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By Richard J. Werner, Manager, California Dairy Industry Advisory Board

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industry as teaching aids in classroom work was shown recently when California Dairy Industry Advisory Board announced it had supplied requests from schools for over 300,000 individual pieces of material, an all-time record for one month.

Several significant changes in the policy of distribution of this material accounted to some extent for the wider usage. In the first place, the educational program of California Dairy Council, which for years has worked with the schools in the distribution and proper use of these teaching aids, was taken over by the newly-established Dairy Advisory Board. A larger budget was made available for the expansion of the educational program of the industry.

The experienced staff of the Dairy Council, which came under the jurisdiction of the new Dairy Advisory Board last March, was supplemented with additional trained personnel to devote more time for reviewing materials and needs with the schools.

CATALOGS HELP TEACHERS

As an aid to teachers and supervisors in selecting proper materials for classroom work, the available materials were cataloged according to various age and grade levels by the Educational Committee of the Board.

By the opening of the fall term this year, catalogs for primary, intermediate, junior high, senior high, junior college and adult levels were distributed to schools throughout the State. At once the 4 offices of the Dairy Advisory Board were deluged with

requests for materials to the extent that delivery of orders was sometimes delayed.

The Board's educational materials are being used by teachers in various types of classroom work. They are integrated with teaching units on dairying, food studies, and health, and serve to emphasize the importance of adequate nutrition and health habits. Some of the more popular materials for the upper grade levels include teaching aids on personality, child care and related subjects. Many of the items are accompanied by a teacher's supplement suggesting methods for using the instructional materials in projects and teaching units.

The catalogs carry a description of the materials in thumbnail sketches, and indicate the basis on which they are distributed.

Real appreciation of the work carried on by the California dairy industry in health education is shown by the many letters received from school supervisors, principals, teachers, public health officials and others connected directly and indirectly with the educational program.

A recent letter from the assistant director of the health services branch of a city board of education said: "... sincere appreciation for the fine educational materials which you gave to our supervisor of Corrective Physical education. These will be used in all our 76 junior and senior high schools and in 26 corrective centers in the elementary schools. The pupils directly enrolled in our program number 50,000."

A principal of an elementary school in San Francisco writes: "The materials are of exceptionally high quality. We are especially appreciative of the careful planning to make this material useful to our lower grades, where visual aids are so vitally necessary."

THE Dairy Industry Advisory Board welcomes constructive criticism of the materials distributed. Revisions of the content of the materials is necessary from time to time to meet new trends in nutritional developments and discoveries. At the same time, ideas suggesting new uses of the materials are welcomed.

* * *

Resignation of Dr. Ernest W. Tiegs as dean of University College evening division of University of Southern California, a position he has held for the past 20 years, was announced recently. He will be succeeded by Dr. Carl Hancey, who has been dean of men at SC for the past two years. Dr. Tiegs has been granted a leave-of-absence from the institution as a professor of education, and on January 1 assumed the position of editor-in-chief of the California Test Bureau.

THREE POEMS

By Florence E. Way, Teacher of English, Jordan Junior High School, Palo Alto

HALF PAST TEN

This was written of a junior high boy who came into my home-room recently.

DEAR lad, when first you came to me
With quiv'ring lips, I did not see
The depth of your anxiety.

Your small heartbreak I'd partly guessed,
For you were different from the rest:
Homesick, I'd thought you, and depressed.

A gifted little stranger, you
Had longed for recognition, too,
But sought in vain a friendly few.

The other fellows judged you small —
They wanted huskies for baseball;
And you had tried to show them all

That you were just as big as they!
But now you go your lonely way,
Your wide eyes darkened with dismay.

Oh, thoughtless childhood! Was I, then,
Thus cruel and unfeeling when
I, too, was only half past ten?

You will recognize the next poem as a parody on Wordsworth's "The World Is Too Much With Us." Professor Kelley of Berkeley, under whom I am taking a correspondence course, says of this poem, "Wordsworth was notoriously humorless, but I'm sure his shade has read this sonnet and blessed it with Elysian laughter."

TOO MUCH WITH US

GRASPERS are too much with us; late
and soon,
Spending, not getting, we lay waste our
powers;

Little we see in coffers that is ours;
We have given our wage away, a sordid
boon!

Merchants that bare their profits to the
moon;

Butchers that keep us howling at all hours;
Are we up-gathered now as sleeping flowers?
For this, for all things, stay out of tune?

Boycott avails us not. Great God! I'd
rather be

A beggar, not ashamed to wear a suit out-
worn,

So might I, window-shopping, presently
Spy price tags that would make me less
forlorn,

See beefsteaks, KNOWING I could only
SEE,

And thumb my nose at each new-auto horn!

AS MAN TO MAN

BUT can't you tell me just a place where
I can park the wife and kid? —

Yes, O yes, I heard the first time what you
said!

But we don't want a six-room mansion.
Heavens, no! The Lord forbid!

Just a little place with kitchenette and bed!

That we're in a dour predicament is evident
to all,

For they look at us and shake a sorry brow:
But, if at any place there IS a room, they
think the kid will bawl,

So they give us walking-papers: Boy, and
how!

Why, someone offered us a room up in an
attic — now, get this!

Providing we would teach in Sunday School
And take care of little Julie just as if she's
Junior's sis.

They must take me for a sucker or a fool!
Or they'll shrug a chilly shoulder and
evasively reply,

'Why not advertise in *Evening Daily Star*?
Almost every night some trustful fellow
does, — 'twon't hurt to try,

And you can't be much worse off 'n what
you are!

You are asking why in thunder I don't pick
a house and buy?

Yes, I know they are available, but then
There's a paltry twenty thousand some mis-
calculating guy

Thinks he'll get for just a little shack! Say,
when

Do you think young Junior here would ever
get us out of debt

If I should saddle him with such a deal?
Well, good morning to you, Brother, since
you have no rooms to let:

I had to let you know just how I feel!"

COLLEGE PUBLISHERS GROUP

Book Publishers Bureau
62 West 47th Street, New York 19, NY

AT the annual meeting of College Publishers Group, affiliated with Book Publishers Bureau, the following officers were elected for the ensuing year:

Chairman — William M. Oman, Oxford University Press.

Vice-Chairman — Henry B. McCurdy, Macmillan Company.

Executive Committee — The above two officers, together with the following: Edward J. Tyler, Jr., Harper & Bros.; Addison C. Burnham, Jr., W. W. Norton & Co.; John S. Snyder, John Wiley & Sons.

College Publishers Group consists of 32 firms, the major publishers of college textbooks in the United States. — Stanley Hunnewell, Executive Secretary.

* * *

Negro History Week is nationally observed beginning February 9; theme: Democracy Possible Only Through Brotherhood. Association for the Study of Negro Life and History has its national headquarters at 1538 Ninth Street, NW, Washington 1, DC; C. G. Woodson is director and editor. The association publishes a journal and a bulletin.

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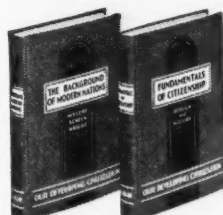
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OUR COUNTRY — Besby, Hanna, McClure.

Emphasis on how people lived, exploration, type settlements, westward movement, customs, education, home life, and varied backgrounds of the American people. 1946. Grade 5. List, \$1.40

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By Adelaide Mary Jenike, Teacher,
Sixth Grade, San Lorenzo Grammar
School, Alameda County

HE wears a striped T shirt
With a jaunty air —
There's sand-box sand on his hands,
Third-base dust in his hair.

There's an apple in his lunch-bag
On the cloakroom shelf.
The teacher eyes it hungrily,
But he'll eat it all himself.

He stares in enchanted wonderment
At a world aerial map!
(He's searching for a secret spot
For a long, secluded nap!)

Eyes lifted upward, toward the stars
The world's within his hand,
He's the Future of America,
The glory of the land!

* * *

Dr. Ralph Tyler Flewelling, director of international studies, University of Southern California, Los Angeles, is author of *The Things That Matter Most*, an important new book published by Ronald Press. This excellent volume was reviewed on page 41 of our December 1946 issue.

* * *

NAM Looks at Cartels is a 64-page bulletin issued by National Association of Manufacturers, 14 West 49th Street, New York 20, NY. Ira Mosher, chairman of the board, states that the booklet makes a significant contribution to understanding of a problem of considerable public interest at this time in view of current international discussions.

* * *

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POPULAR Science Publishing Co., audio-visual division, 353 Fourth Avenue, New York 10, NY, sells the Rembrandt portable electric phonograph, designed especially for school use; available for immediate delivery; factory guarantee.

They also sell Teach-O-Disc classroom recordings for upper elementary grades, junior and senior high school; covering English literature, United States history, world friendship, and safety education.

Teachers interested in these important new teaching aids may obtain illustrated descriptive circulars by writing to the address given above.

* * *

SO YOU WERE ELECTED

MCGRAW-HILL Book Company has issued a new textbook for high schools entitled *So You Were Elected!* It is one of the McGraw-Hill series in student leadership and group activities.

Authors of the book are Virginia Bailard, counselor of Long Beach City College, and Harry C. McKown, editor, *School Activities Magazine*. Miss Bailard has drawn her materials and suggestions very largely from her experience in the Long Beach city schools and also as dean of girls and director of guidance at Taft Union High School.

This book is prepared in the students own language and has an appealingly informal approach. Designed to give to students a real understanding of the quality needed for successful leadership, both in school and after the school days are over, it is attractively illustrated and has a wealth of factual material. Price, \$1.80.

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CALENDAR OF COMING EVENTS

Readers are cordially invited to contribute notices of educational meetings
of Statewide and national significance.

January 10-12 — California School Supervisors Association, Southern Section. California State Building, Los Angeles.

January 11 — CTA Southern Section Council; regular meeting. At the Section headquarters, 612 South Figueroa Street.

January 11 — California Agricultural Teachers Association; Governing Board meeting. Fresno.

January 14-17 — Veterans Education; 2nd national conference. Detroit.

January 15-31 — March of Dimes; National Foundation for Infantile Paralysis.

January 16-18 — California School Supervisors Association, Northern Section. Chico.

January 16-18 — California School Supervisors Association, Northern Section; conference. Oroville.

January 18 — CTA Bay Section Council; regular meeting. Sir Francis Drake Hotel, San Francisco.

January 24-25 — California School Supervisors Associations, Southern Section; conference. San Diego.

February 1 — CESPA, Southern Section, sponsored by Division of Elementary Education, State Department of Education; conference. Long Beach.

February 8 — CESPA, North Coast Section, sponsored by Division of Elementary Education, State Department of Education; conference. Garberville.

February 8 and 15 — National Teachers Examinations. For details address David G. Ryans, 15 Amsterdam Avenue, New York 23, NY.

February 12 — Lincoln's Birthday.

February 16-23 — American Brotherhood Week; national observance.

February 19-22 — American Association of Junior Colleges; 27th annual meeting. Hotel Jefferson, St. Louis.

February 22 — Washington's Birthday.

March 1-5 — National Association of Secondary School Principals; annual meeting. Haddon Hall, Atlantic City.

March 1-6 — American Association of School Administrators; annual convention. Atlantic City.

March 7-14 — California Conservation Week; annual observance. Pearl Chase, Santa Barbara, State chairman.

March 8 — CTA Southern Section Council; regular meeting. At the Section headquarters, 612 South Figueroa Street.

March 8 — CESPA, Northern Section, sponsored by Division of Elementary Education, State Department of Education; conference. Chico.

March 23-26 — Association for Supervision and Curriculum Development; annual convention. Sherman Hotel, Chicago.

March 29 — Western College Association; spring meeting. University of Redlands.

March 31-April 2 — California Association for Health, Physical Education and Recreation; annual conference. Santa Cruz.

April 2 — Edwin Markham's Birthday.

April 6 — Easter Sunday.

April 7-10 — Annual Conference on Trade and Industrial Arts Education and Teacher Training. Sacramento.

April 11, 12 — California Teachers Association Annual Meeting; State Council of Education; Board of Directors; State Committees. San Francisco.

April 14 — Pan-American Day; international observance. For material address Pan-American Union, Washington 6, DC.

April 21 — John Muir's Birthday.

April 21-26 — American Association for Health, Physical Education and Recreation; annual convention. Seattle.

April 28-May 3 — Public Schools Week; 28th annual observance; Charles Albert Adams, State Chairman.

April 30-May 2 — California Congress of Parents and Teachers; annual convention. Long Beach.

May 4 — Horace Mann Sesquicentennial Observance terminates; began May 4, 1946.

May 10 — CTA Southern Section Council; regular meeting. At the Section headquarters, 612 South Figueroa Street.

May 30 — Memorial Day.

June 14 — Flag Day.

July 4 — Independence Day.

July 6-11 — National Education Association; Representative Assembly and Committees only. Cincinnati, Ohio.

July 28-August 22 — NEA Institute of Organization Leadership; 2nd annual session. American University, Washington, DC.

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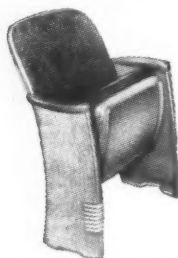
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